

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)  
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG  
Với sự cộng tác của DAVID KAYE

# Tiếng Anh

SÁCH GIÁO VIÊN  
TẬP MỘT



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

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# INTRODUCTION

**TIẾNG ANH 9** is the final of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focusses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

## THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 9** consists of **THE STUDENT'S BOOK, THE TEACHER'S BOOK, THE WORKBOOK**, and **THE CD**.

### THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Providing an overview of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with over two lessons
- Glossary: Giving meaning and phonetic transcriptions of the new words in the units

### THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

### THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

### THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

## THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular, and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

### SECTION 1: GETTING STARTED

This section occupies two pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

### SECTION 2: A CLOSER LOOK 1

**A Closer Look 1** and **A Closer Look 2** are each designed to be taught in one 45-minute lesson.

**A Closer Look 1** presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. In the pronunciation part, sentence stress and intonation are introduced and practised in isolation and in context. There are different exercises focussing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

### **SECTION 3: A CLOSER LOOK 2**

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' and 'Look out!' boxes appear wherever necessary and help students to avoid common errors.

**A Closer Look 1** and **A Closer Look 2** cover three pages and mainly give language focus and practice of receptive skills.

### **SECTION 4: COMMUNICATION**

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

### **SECTION 5: SKILLS 1**

**Skills 1** and **Skills 2**, each covers one page and is designed to be taught in one 45-minute lesson.

**Skills 1** comprises reading (receptive skill) and speaking (productive skill).

#### **Reading**

This section aims to develop students' reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

#### **Speaking**

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

### **SECTION 6: SKILLS 2**

**Skills 2** is composed of listening (receptive skill) and writing (productive skill).

#### **Listening**

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

#### **Writing**

This section focusses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

### **SECTION 7: LOOKING BACK & PROJECT**

This section covers two pages and should be dealt with in one 45-minute lesson.

**Looking Back** recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The **Project** helps students to improve their ability to work by themselves and in a team. It extends their imagination in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

## REFERENCE FOR SKILLS AND LANGUAGE TEACHING

### 1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 9**.

- The reading activities in **Tiếng Anh 9** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focussing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

### 2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 9**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays. Through these forms, students practise the stress, rhythm, and intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work* and *class presentations*: help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, the teacher should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

### 3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms, and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonation of the listening text.

Before listening, teachers should motivate and engage students in the listening activity, encourage them to predict the listening content, and introduce the new language or vocabulary which occurs in the listening text.

The listening activities aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

#### **4. TEACHING WRITING**

The writing activities aim to develop students' basic writing skills in English. The emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing*, *while writing*, and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

#### **5. TEACHING PRONUNCIATION**

In this book, the pronunciation part focusses on sentence stress and intonation. The students will have the chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

#### **6. TEACHING VOCABULARY**

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

## 7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 9 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6, grade 7, and grade 8.

One way to raise students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focussing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical item with a variety of spoken and written activities.

## SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class.* Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model.* Perform the focussed materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups.* Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance.* Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

**It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.**

# BOOK MAP

		Reading	Speaking	Listening	
	<b>Unit 1: Local environment</b>	- Reading for general and specific information about a traditional craft village	- Discussing local traditional crafts, their benefits and challenges	- Listening for specific information about places of interest in an area	
	<b>Unit 2: City life</b>	- Reading for specific information about the features of cities	- Talking about important features of a city	- Listening for specific information about some problems of city life	
	<b>Unit 3: Teen stress and pressure</b>	- Reading for general and specific information about a helpline service for teens in Viet Nam	- Talking about teen stress and pressure and how to cope with them	- Listening for general and specific information about the work of an advice columnist	
	<b>Review 1</b>				
	<b>Unit 4: Life in the past</b>	- Reading for specific information about children's pastimes in the past	- Making comments on or expressing opinions about facts in the past	- Listening for specific information about school life in the past	
	<b>Unit 5: Wonders of Viet Nam</b>	- Reading for specific information about a man-made wonder of Viet Nam	- Talking about man-made wonders of Viet Nam and how to protect and preserve them	- Listening for specific information about a natural wonder of Viet Nam	
	<b>Unit 6: Viet Nam: Then and now</b>	- Reading for general and specific information about the tram system in Ha Noi then and now	- Talking about changes in transport in the neighbourhood and expressing opinions about these changes	- Listening for general and specific information about life in an extended family	
<b>Review 2</b>					



	Writing	Language Focus	Communication	Project	
	- Writing an email to give information about places of interest in an area and things to do there	- Complex sentences (adverb clauses of result, reasons, concession): review - Phrasal verbs - Pronunciation: Stress on content words in sentences	Arranging a visit to a place of interest in the region	Giving a presentation about something special in an area	
	- Writing a paragraph about disadvantages/drawbacks of city life	- Comparison of adjectives and adverbs: review - Phrasal verbs (continue) - Pronunciation: Stress on pronouns in sentences	Discussing some features of a city	Writing notices	
	- Writing a short note to ask for advice and to give advice	- Reported speech: review - Question words before <i>to</i> -infinitive - Pronunciation: Stress on the verb <i>be</i> in sentences	Discussing necessary life skills for teens	Giving a presentation about a support group in the school	
	- Writing a description of how children in the past studied without technology	- <i>Used to</i> : review - Wishes for the present - Pronunciation: Stress on auxiliary verbs in sentences	Describing past practices	Making a poster on the preservation of a past tradition or pastime	
	- Writing an article describing a wonder of Viet Nam	- Passive voice: Impersonal passive - <i>suggest</i> + <i>V-ing</i> /clause with <i>should</i> - Pronunciation: Stress on short words ( <i>a, of, or</i> ) in sentences	Describing a wonder of Viet Nam	Making a promotional brochure about a wonder of Viet Nam	
	- Writing about some qualities a person needs to get along in an extended family	- Past perfect: review - Adjective + <i>to</i> -infinitive; Adjective + <i>that</i> -clause - Pronunciation: Stress on all the words in sentences	Talking about some changes in Viet Nam	Making a photo exhibition about school life in Viet Nam then and now	



## GETTING STARTED

### A visit to a traditional craft village



#### 1 Listen and read.

...

**Nick:** There are so many pieces of pottery here, Phong. Do your grandparents make all of them?

**Phong:** They can't because we have lots of products. They make some and other people make the rest.

**Nick:** As far as I know, Bat Trang is one of the most famous traditional craft villages of Ha Noi, right?

**Phong:** Right. My grandmother says it's about 700 years old.

**Mi:** Wow! When did your grandparents set up this workshop?

## THIS UNIT INCLUDES:

### VOCABULARY

Traditional crafts  
Places of interest

### PRONUNCIATION

Stress on content words in sentences

### GRAMMAR

Complex sentences: review  
Phrasal verbs

### SKILLS

- Reading for general and specific information about a traditional craft village
- Discussing local traditional crafts, their benefits and challenges
- Listening for specific information about places of interest in an area
- Writing an email to give information about places of interest in an area and things to do there

### COMMUNICATION

Arranging a visit to a place of interest in the region

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business. All the artisans here are my aunts, uncles, and cousins.

**Mi:** I see. Your village is also a place of interest of Ha Noi, isn't it?

**Phong:** Yes. People come here to buy things for their house. Another attraction is they can make pottery themselves in workshops.

**Nick:** That must be a memorable experience.

**Phong:** In Viet Nam there are lots of craft villages like Bat Trang. Have you ever been to any others?

**Mi:** I've been to a conical hat making village in Hue!

**Nick:** Cool! This is my first one. Do you think that the various crafts remind people of a specific region?

**Mi:** Sure. It's the reason tourists often choose handicrafts as souvenirs.

**Phong:** Let's go outside and look round the village.

...

## Objectives:

By the end of this unit, students can:

- use the lexical items related to traditional crafts and places of interest in an area
- say sentences with correct stress on content words
- write complex sentences with different dependent clauses
- use some common phrasal verbs correctly and appropriately
- read for general and specific information about a traditional craft village
- discuss local traditional crafts, their benefits and challenges
- listen for specific information about places of interest in an area
- write an email to give information about places of interest in an area and things to do there

## GETTING STARTED

### A visit to a traditional craft village

#### Introduction

Give Ss an overview of the topics they will learn in the first semester.

Write the unit title on the board 'Local environment'. Ask Ss to guess the contents of the unit. Listen to their answers. Finally, tell them that the unit is not about environmental issues such as pollution, deforestation, or global warming, but it is about the physical conditions in an area such as its features, traditional crafts, or places of interest. Now start the lesson.

**1** Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

- *Who and what can you see in the picture?*
- *Where are they?*
- *What do you think the people in the picture are talking about?*

Ss answer the questions as a class. If they mention 'Bat Trang', elicit what they know about this village.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

**a Can you find a word/phrase that means:**

1. a thing which is skilfully made with your hands
2. start something (a business, an organisation, etc.)
3. take control of something (a business, an organisation, etc.)
4. people who do skilled work, making things with their hands
5. an interesting or enjoyable place to go or thing to do
6. a particular place
7. make someone remember or think about something
8. walk around a place to see what is there

**Watch out!**

'As far as I know' is an expression. It is used to say that you **think** you know something but you cannot be completely sure, especially because you do not know all the facts.



**b Answer the following questions.**

1. Where are Nick, Mi, and Phong?
2. How old is the village?
3. Who started Phong's family workshop?
4. Why is the village a place of interest in Ha Noi?
5. Where is the craft village that Mi visited?
6. Why do tourists like to buy handicrafts as souvenirs?

**2 Write the name of each traditional handicraft in the box under the picture.**

paintings pottery drums silk lanterns  
conical hats lacquerware marble sculptures



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_

**3 Complete the sentences with the words/phrases from 2 to show where in Viet Nam the handicrafts are made. You do not have to use them all.**

1. The birthplace of the famous *bai tho* \_\_\_\_\_ is Tay Ho village in Hue.
2. If you go to Hoi An on the 15<sup>th</sup> of each lunar month, you can enjoy the lights of many beautiful \_\_\_\_\_.
3. Van Phuc village in Ha Noi produces different types of \_\_\_\_\_ products such as cloth, scarves, ties, and dresses.
4. On the Tet holiday, many Hanoians go to Dong Ho village to buy folk \_\_\_\_\_.
5. \_\_\_\_\_ products of Bau Truc, such as pots and vases, have the natural colours typical of Champa culture in Ninh Thuan.
6. Going to Non Nuoc marble village in Da Nang, we're impressed by a wide variety of \_\_\_\_\_ from Buddha statues to bracelets.

**4 QUIZ: WHAT IS THE PLACE OF INTEREST?**

**a Work in pairs to do the quiz.**

1. People go to this area to walk, play, and relax.
2. It is a place where objects of artistic, cultural, historical, or scientific interest are kept and shown.
3. People go to this place to see animals.
4. It is an area of sand, or small stones, beside the sea or a lake.
5. It is a beautiful and famous place in the countryside.

**b Work in groups. Write a similar quiz about places of interest. Ask another group to answer the quiz.**

- a** Ss work independently to find the words/phrases with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words/phrases. Quickly write the correct answers on the board.

**Key:**

- |               |                    |              |               |
|---------------|--------------------|--------------|---------------|
| 1. craft      | 2. set up          | 3. take over | 4. artisans   |
| 5. attraction | 6. specific region | 7. remind    | 8. look round |

Have Ss look at the **Watch out!** box and quickly read the information. Tell them that there are some similar expressions such as 'as far as I can remember', 'as far as I can see', or 'as far as I can tell'.

- b** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

**Key:** 1. They are at Phong's grandparents' workshop in Bat Trang.

2. It is about 700 years old.

3. His great-grandparents did.

4. Because people can buy things for their house and make pottery themselves there.

5. It's in Hue.

6. Because the handicrafts remind them of a specific region.

- 2** Have Ss look at the pictures. Tell Ss that in the box are some traditional handicrafts of different regions in Viet Nam. Ss write these handicrafts under the pictures. Ss compare their answers in pairs before giving their answers to T.

**Key:**

- |              |                |                      |             |
|--------------|----------------|----------------------|-------------|
| A. paintings | B. drums       | C. marble sculptures | D. pottery  |
| E. silk      | F. lacquerware | G. conical hats      | H. lanterns |

- 3** Tell Ss to complete the sentences with the words/phrases in **2**. The complete sentences will give Ss information about the places where the handicrafts are made. Call on two Ss to write their answers on the board. Confirm the correct answers.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the place where this handicraft is made. Ss can also be asked to share any other places that produce these handicrafts.

**Key:**

- |                |             |         |              |            |                      |
|----------------|-------------|---------|--------------|------------|----------------------|
| 1. conical hat | 2. lanterns | 3. silk | 4. paintings | 5. Pottery | 6. marble sculptures |
|----------------|-------------|---------|--------------|------------|----------------------|

- 4 a** Ss work in pairs to do the quiz. The pair which has the answers the fastest is invited to read out their answers. Elicit feedback from other pairs. Confirm the correct answers.

**Key:**

- |         |           |        |          |                |
|---------|-----------|--------|----------|----------------|
| 1. park | 2. museum | 3. zoo | 4. beach | 5. beauty spot |
|---------|-----------|--------|----------|----------------|

**b** Ss work in groups to write a similar quiz about places of interest. Set a time limit of about five to seven minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answer. The group confirms the correct answer. The second group then reads out a question in their quiz. This question should be different from the one of the first group. Continue the activity until all the groups have read out all of their questions or when time is up.



# A CLOSER LOOK 1

## Vocabulary

- 1** Write the verbs in the box under the pictures. One of them should be used twice.

carve      cast      weave  
embroider      knit      mould



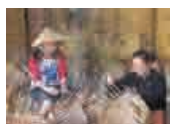
A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_

- 2a** Match the verbs in column A with the groups of nouns in column B.

A	B
1. carve	a. handkerchiefs, tablecloths, pictures
2. cast	b. stone, wood, eggshells
3. weave	c. clay, cheese, chocolate
4. embroider	d. bronze, gold, iron
5. knit	e. baskets, carpets, silk, cloth
6. mould	f. sweaters, toys, hats

- b** Now write the correct verb forms for these verbs.

Infinitive	Past tense	Past participle
1. to carve	I carved it.	It was carved.
2. to cast	I _____ it.	It was _____.
3. to weave	I _____ it.	It was _____.
4. to embroider	I _____ it.	It was _____.
5. to knit	I _____ it.	It was _____.
6. to mould	I _____ it.	It was _____.

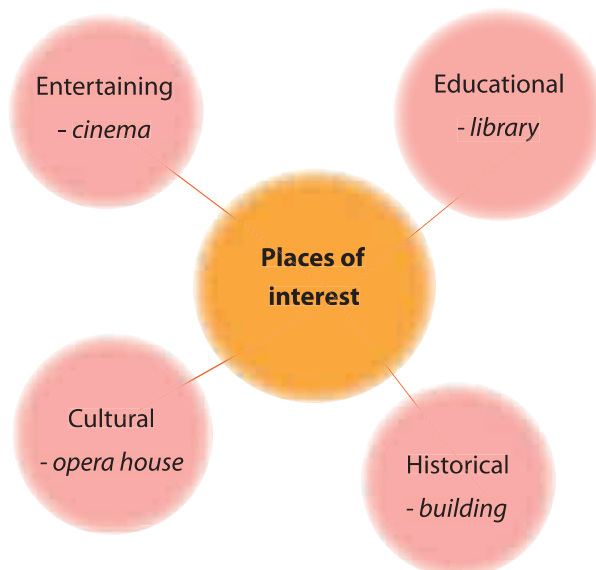
## Watch out!

You can also use the verb *to make* when talking about producing, creating, or constructing a handicraft.

*Example:* I made a basket at the workshop.



- 3** What are some places of interest in your area? Complete the word web. One word can belong to more than one category.



- 4** Complete the passage by filling each blank with a suitable word from the box.

attraction      historical      traditional  
handicrafts      culture      exercise

Some people say that a place of interest is a place famous for its scenery or a well-known (1) \_\_\_\_\_ site. I don't think it has to be so limited. In my opinion, a place of interest is simply one that people like going to.

In my town, the park is a(n) (2) \_\_\_\_\_ because many people love spending time there. Old people do (3) \_\_\_\_\_ and walk in the park. Children play games there while their parents sit and talk with each other. Another place of interest in my town is Hoa Binh market. It's a(n) (4) \_\_\_\_\_ market with a lot of things to see. I love to go there to buy food and clothes, and watch other people buying and selling. Foreign tourists also like this market because they can experience the (5) \_\_\_\_\_ of Vietnamese people, and buy woven cloth and other (6) \_\_\_\_\_ as souvenirs.

## A CLOSER LOOK 1

### Vocabulary

Ask Ss to call out some traditional crafts they remember from the previous lesson. Tell them that in this lesson they are going to learn some verbs that are used to talk about producing or creating a craft. These will help them use the language correctly when they talk about the making of traditional crafts in a specific region.

- 1** Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed. The two verbs *cast* and *mould* are quite difficult, so make sure that Ss understand them:

- *cast*: shape hot liquid metal, etc. by pouring it into a container
- *mould*: shape a soft substance into a particular form or object by pressing it or by putting it into a mould

Now have Ss look at their answers on the board and say if these are correct.

**Key:**

A. cast    B. carve    C. embroider    D. weave    E. mould    F. weave    G. knit

- 2 a** The purpose of this exercise is to help Ss understand more deeply and use the verbs correctly to talk about producing and creating crafts. Ss work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

**Key:** 1. b    2. d    3. e    4. a    5. f    6. c

**b** This activity will help Ss to manipulate the verbs as they are not all regular.

Have Ss do the activity, then call two Ss to write their answers on the board. Elicit feedback from other Ss. Confirm the correct answers.

**Key:**

2. cast; cast    3. wove; woven    4. embroidered; embroidered  
5. knitted; knitted    6. moulded; moulded

Draw Ss' attention to the **Watch out!** box. Ask Ss to give example sentences with the verb *to make*.

- 3** Organise a competition for this activity. Ss work in groups of five or six. Set a time limit of five minutes. T may prepare some large pieces of paper for the groups to write their answers on. Ss write down as many places of interest in the word web as possible. The group with the most places is the winner. The winning group presents their words/phrases. Other groups tick the similar words/phrases they have and add more if they can. If time allows, T may ask Ss to explain why they think the places are entertaining, cultural, educational, or historical.

**Suggested answers:**

- Entertaining: cinema, department store, restaurant, café, theatre, opera house, club, park, zoo...
- Cultural: opera house, museum, craft village, historical building, theatre, market, craft village...
- Educational: library, museum, theatre...
- Historical: building, temple, shopping district, market, beauty spot, craft village...

- 4** Ss individually do the exercise. Check their answers as a class and confirm the correct ones.

**Key:** 1. historical    2. attraction    3. exercise    4. traditional    5. culture    6. handicrafts

## Pronunciation

Stress on content words in sentences



**5a** Listen to the speaker read the following sentences and answer the questions.

1. The craft village lies on the river bank.
2. This painting is embroidered.
3. What is this region famous for?
4. Drums aren't made in my village.
5. A famous artisan carved this table beautifully.



1. Which words are louder and clearer than the others?  
\_\_\_\_\_
2. What kinds of words are they?  
\_\_\_\_\_
3. Which words are not as loud and clear as the others?  
\_\_\_\_\_
4. What kinds of words are they?  
\_\_\_\_\_

**b** Now listen, check, and repeat.

In spoken English, the following kinds of words are usually stressed: main verbs, nouns, adjectives, adverbs, *wh*-question words, and negative auxiliaries (e.g. *don't*).

Words such as pronouns, prepositions, articles, conjunctions, possessive adjectives, *be* (even if it is a main verb in the sentence), and auxiliary verbs are normally unstressed.



**6a** Underline the content words in the sentences. Practise reading the sentences aloud.

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

**b** Now listen, check, and repeat.

## A CLOSER LOOK 2

### Grammar

Complex sentences: review

**There are different types of dependent clause.**

A dependent clause of **concession** begins with a subordinator *although*, *though*, or *even though*. It shows an unexpected result.

**Example:**

*Although* she was tired, she finished knitting the scarf for her dad.

A dependent clause of **purpose** begins with a subordinator *so that* or *in order that*. It tells the purpose of the action in the independent clause.

**Example:**

The artisan moulded the clay *so that* he could make a mask.

A dependent clause of **reason** begins with a subordinator *because*, *since*, or *as*. It answers the question "Why?"

**Example:**

*Since* it was raining, they cancelled the trip to Trang An.

A dependent clause of **time** begins with a subordinator *when*, *while*, *before*, *after*, *as soon as*, etc. It tells when the action described in the independent clause takes place.

**Example:**

*When* I have free time, I usually go to the museum.

**1** Underline the dependent clause in each sentence below. Say whether it is a dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).

1. When people talk about traditional paintings, they think of Dong Ho village.
2. My sister went to Tay Ho village in Hue so that she could buy some *bai tho* conical hats.
3. Although this museum is small, it has many unique artefacts.
4. This square is our favourite place to hang out because we have space to skateboard.
5. The villagers have to dry the buffalo skin under the sun before they make the drumheads.



## Pronunciation

### Stress on content words in sentences

Tell Ss that they are going to learn about sentence stress. Explain that in spoken English, we use sentence stress to show our listeners which parts of our sentences are the most important. These are the parts that carry the most meaning.

**5 a** Have Ss read the five sentences and underline the words they think are stressed. Elicit answers from Ss. Do not confirm the correct answers. Now ask Ss to read the four questions and make sure they understand them. Ask Ss to listen to the speaker read the sentences and at the same time check whether their answers are correct. Tell them that this is actually the first question and other questions can be answered after listening. Ss discuss their answers to the four questions in pairs.

**b** Call some Ss to give the answers and give feedback. Play the recording again for Ss to repeat the sentences.



#### Audio script:

1. The **craft village** lies on the river bank.
2. This **painting** is **embroidered**.
3. What is this **region** famous for?
4. **Drums** aren't made in my **village**.
5. A **famous artisan** carved this **table** beautifully.

#### Key:

- |  |   |
|--|---|
| 1. Sentence 1: craft, village, lies, river, bank<br>Sentence 2: painting, embroidered<br>Sentence 3: what, region, famous<br>Sentence 4: drums, aren't, made, village<br>Sentence 5: famous, artisan, carved, table, beautifully | 3. Sentence 1: the, on, the<br>Sentence 2: this, is<br>Sentence 3: is, this, for<br>Sentence 4: in, my<br>Sentence 5: a, this |
| 2. They are: nouns, verbs, adjectives, adverbs, <i>wh</i> -question words, and negative auxiliaries.   | 4. They are: articles, prepositions, pronouns, and possessive adjectives.   |

Have Ss read the information in the box to remember the content of the lesson.

**6 a** Ss do this exercise individually and compare their answers with a classmate.

**b** Play the recording for Ss to check their answers and practise reading the sentences. Call some Ss to give the answers and read the sentences. Give correction if needed.



#### Key + Audio script:

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

## A CLOSER LOOK 2

## Grammar

### Complex sentences: review

Elicit from Ss what they still remember about complex sentences. Have them make sentences with *although*, *when*, *so that*, and *because*. Give feedback and quickly write the sentences on the board. Underline the dependent clause with these subordinators. Tell Ss that today they are going to focus on these dependent clauses.

Now ask Ss to read the information in the yellow box. When Ss have finished reading, ask them to name the dependent clauses on the board.

**1** Ss do this exercise individually. Elicit Ss' answers. Confirm the correct ones.

#### Key:

- |  |   |
|--|---|
| 1. When people talk about traditional paintings → DT           | 4. because we have space to skateboard → DR |
| 2. so that she could buy some <i>bai tho</i> conical hats → DP | 5. before they make the drumheads → DT      |
| 3. Although this museum is small → DC                          |   |

**2 Make a complex sentence from each pair of sentences. Use the subordinator provided and make any necessary changes.**

1. The villagers are trying to learn English. They can communicate with foreign customers. (in order that)
2. We ate lunch. Then we went to Non Nuoc marble village to buy some souvenirs. (after)
3. This hand-embroidered picture was expensive. We bought it. (even though)
4. This department store is an attraction in my city. The products are of good quality. (because)
5. This is called a Chuong conical hat. It was made in Chuong village. (since)

**Phrasal verbs**

**3 Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part and answer the questions.**

**Mi:** Wow! When did your grandparents set up this workshop?

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business.

1. What is the meaning of the underlined verb phrases?
2. Can each part of the verb phrase help you understand its meaning?

A phrasal verb is a verb combined with a particle such as *back, in, on, off, through, up*, etc. When a particle is added to the verb, the phrasal verb usually has a special meaning.

**Example:**

get up (get out of bed)  
find out (get information)  
bring out (publish/launch)  
look through (read)

**Note:** A verb can go with two particles.

**Example:**

keep up with (stay equal with)  
look forward to (be thinking with pleasure about something to come)  
run out of (have no more of)

**4 Match the phrasal verbs in A with their meaning in B.**

A	B
1. pass down	a. stop doing business
2. live on	b. have a friendly relationship with somebody
3. deal with	c. transfer from one generation to the next
4. close down	d. reject or refuse something
5. face up to	e. return
6. get on with	f. take action to solve a problem
7. come back	g. have enough money to live
8. turn down	h. accept, deal with

**5 Complete each sentence using the correct form of a phrasal verb in 4. You don't need to use all the verbs.**

1. We must \_\_\_\_\_ the reality that our handicrafts are in competition with those of other villages.
2. I invited her to join our trip to Trang An, but she \_\_\_\_\_ my invitation.
3. The craft of basket weaving is usually \_\_\_\_\_ from generation to generation.
4. Do you think we can \_\_\_\_\_ selling silk scarves as souvenirs?
5. They had to \_\_\_\_\_ the museum because it's no longer a place of interest.
6. What time \_\_\_\_\_ you \_\_\_\_\_ from the trip last night?

**6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1. Where did you get the information about Disneyland Resort?  
*find*  
Where \_\_\_\_\_?
2. What time did you get out of bed this morning?  
*up*  
When \_\_\_\_\_?
3. I'll read this leaflet to see what activities are organised at this attraction.  
*look*  
I'll \_\_\_\_\_.
4. They're going to publish a guidebook to different beauty spots in Viet Nam.  
*out*  
They're \_\_\_\_\_.
5. I'm thinking with pleasure about the weekend!  
*forward*  
I'm \_\_\_\_\_!

- 2** Ss write the complex sentences individually and then compare them with a partner. Have two Ss write their sentences on the board. Each student writes two or three sentences. Ask other Ss to give feedback. Confirm the correct answers.

For a stronger class, organise a quick game. One side is team A, and the other is team B. One student from team A calls out a subordinator and points to one student from team B to make a sentence and vice versa. Set a time limit and keep a record of the scores for the teams on the board.

**Key:**

1. The villagers are trying to learn English in order that they can communicate with foreign customers.
2. After we had eaten lunch, we went to Non Nuoc marble village to buy some souvenirs.
3. Even though this hand-embroidered picture was expensive, we bought it.
4. This department store is an attraction in my city because the products are of good quality.
5. This is called a Chuong conical hat since it was made in Chuong village.

### Phrasal verbs

- 3** Ask Ss to read the sentences taken from the conversation in **GETTING STARTED**, paying attention to the two verb phrases. Have them answer the two questions orally as a class.

**Key:**

1. *set up*: start something (a business, an organisation, etc.)  
*take over*: take control of something (a business, an organisation, etc.)
2. No, the individual words in the verb phrase do not help with comprehension. This is why they are sometimes considered difficult.

Have Ss read the information in the yellow grammar box. Ask them to call out any phrasal verbs they know and write them on the board. Have them explain the meaning of these verbs.

- 4** Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

**Key:** 1. c      2. g      3. f      4. a      5. h      6. b      7. e      8. d

- 5** Ss do this exercise individually. Elicit the answers and give correction.

**Key:** 1. face up to    2. turned down    3. passed down    4. live on    5. close down    6. did ... come back

To prepare for the next exercise T may organise a small game for Ss to help them remember the meaning of the phrasal verbs in the yellow box and exercise **4**. The class is divided into two teams A and B. Read out the meaning of one phrasal verb. The quickest student to raise their hand will be asked to say the verb out loud. If the answer is correct, the team gets one point. Otherwise, call on one student from the other team to give the answer. Keep a record of each team's scores on the board. Remember to choose about eight to ten verbs that you think are difficult for Ss.

- 6** Have Ss quickly read the provided sentences. Make sure they understand the meaning of each sentence. Tell Ss that all the phrasal verbs used in this exercise have been presented in this lesson. Ss write the sentences individually and then compare their answers with a classmate. Call on two Ss to write their sentences on the board. Other Ss and T give feedback.

For a less able class, T may want to model the first sentence. Ss may just focus on the next two sentences. After two Ss write their sentences on the board, check them carefully. If there is no time left, ask Ss to finish the remaining sentences as homework.

**Key:**

1. Where did you find out about Disneyland Resort?
2. When did you get up this morning?
3. I'll look through this leaflet to see what activities are organised at this attraction.
4. They're going to bring out a guidebook to different beauty spots in Viet Nam.
5. I'm looking forward to the weekend!

# COMMUNICATION

## Extra vocabulary

team-building

turn up

set off

- 1** Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversation and complete their plan by filling each blank with no more than three words.

### A DAY OUT

	Details	Who to prepare
Place	(1) _____	
Means of transport	(2) _____	
Time to set off	(3) _____	Mai: stick a notice
Food	(4) bring _____	
Drinks	For everyone	Nga: buy in a (5) _____
Activities	Morning: (6) _____ games and quizzes Lunch: 11.30 Afternoon: go to a traditional (8) _____ at 1.30; (9) _____ their own paintings	Nick: prepare games Thanh: prepare (7) _____
Time to come back	(10) _____	



- 2** Imagine that your class is going to a place of interest in your area.

Work in groups to discuss the plan for this day out. Make notes in the table.

### A DAY OUT

	Details	Who to prepare
Place		
Means of transport		
Time to set off		
Food		
Drinks		
Activities		
Time to come back		



- 3** Present your plan to the class. Which group has the best plan?

## COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to organise a day trip to a place of interest.

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the word *team-building*, ask Ss for the meaning of each word. Then ask them to guess the meaning of the whole word and give examples of some team-building activities. For the other two phrasal verbs, give out the definitions:

- *turn up*: arrive
- *set off*: begin a journey

Ask Ss if they have any experience of preparing for a class trip. Encourage them to share the experience. If they do not have any, ask them what they should do to prepare for a class trip.

- 1** Ss read through the table. Play the recording once or twice for Ss to complete the table. Elicit the answers and quickly write them on the board. Play the recording one more time for Ss to check their answers. Confirm the correct ones.

<b>Key:</b> 1. Green Park	2. bus	3. 8 a.m.	4. own lunch	5. supermarket
6. team-building	7. quizzes	8. painting village	9. make	10. 5 p.m.



### Audio script:

...

**Mi:** So we've decided that we're going to Green Park.

**Duong:** Yeah. It's the best choice. We can go there by bus. And the bus stop is opposite our school!

**Nick:** We have to make sure everybody turns up at the school gate at 8 a.m.

**Mai:** I'll stick a notice on the board then.

**Mi:** What about food and drink? I think each person should bring their own lunch.

**Nick:** Good idea! But we need someone to buy drinks for everyone.

**Mai:** What about Nga? She lives next to the school and there's a supermarket near her house.

**Duong:** Right. We'll need some team-building games to play as well.

**Nick:** Like Tug of war? I'll prepare them.

**Mi:** OK, Nick. And Thanh can prepare some fun quizzes.

**Mai:** Right. We'll reach the park at about 9 a.m. We can look round and then gather at the big playground to play the games and do the quizzes.

**Nick:** We'll have lunch at about 11.30. What about the afternoon?

**Duong:** There's a traditional painting village about 1 km from the park. We can walk there. The artisans will show us how to make paintings, and we can also make our own.

**Mi:** Great! We'll go there at about 1.30 p.m. and take the bus back to school at 5 p.m.

...

- 2** Ss work in groups to do this activity. It is a good idea if T can prepare some big sheets of paper for Ss to draw the table and make notes. Set a time limit of about 15 minutes for this activity. Ask Ss to do the following things:

- choose a place of interest to visit
- decide what to do and make notes
- decide who will present what to the class
- rehearse what to say

Move around to observe and give help if necessary. Inform the groups that they will have only three minutes to talk about their plan.

- 3** Groups present their plan to the class. Keep watch of the time for each group. Other groups and T give feedback. Vote for the best plan.

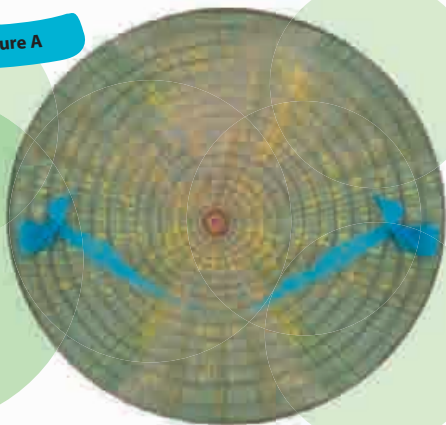


# SKILLS 1

## Reading

- 1** Work in pairs. One looks at Picture A, and the other looks at Picture B on page 15. Ask each other questions to find out the similarities and differences between your pictures.

Picture A



- 2** Mi visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.

Read what she has prepared and match the titles with the paragraphs.

1. Present status of the craft

2. Location and history of conical hat making village

3. How the conical hat is made



A

When you think about the conical hat, the first thing you think of is the region of Hue. Conical hat making has been a traditional craft there for hundreds of years, and there are many craft villages like Da Le, Phu Cam, and Doc So. However, Tay Ho is the most famous because it is the birthplace of the conical hat in Hue. It is a village on the bank of the Nhu Y River, 12 km from Hue City.

B



A conical hat may look simple, but artisans have to follow 15 stages, from going to the forest to collect leaves to ironing the leaves, making the frames, etc. Hue's conical hats always have two layers of leaves. Craftsmen must be skilful to make the two layers very thin. What is special is that they then add poems and paintings of Hue between the two layers, creating the famous *bai tho* or poetic conical hats.

C

Conical hat making in the village has been passed down from generation to generation because everybody, young or old, can take part in the process. It is a well-known handicraft, not only in Viet Nam, but all around the world.



- 3** Read the text again and answer the questions.

1. Why is Tay Ho the most well-known conical hat making village?
2. How far is it from Tay Ho to Hue City?
3. What is the first stage of conical hat making?
4. What is special about the hat layers?
5. What is special about the *bai tho* conical hat?
6. Who can make conical hats?

## Speaking

- 4** Read the following ideas. Are they about the benefits of traditional crafts (B) or challenges that artisans may face (C). Write B or C.

1. providing employment
2. losing authenticity
3. providing additional income
4. relying too much on tourism
5. treating waste and pollution
6. preserving cultural heritage

Can you add some more benefits and challenges?

- 5** Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.

## SKILLS 1

### Reading

- 1** Have Ss do this activity in pairs. One student looks at Picture A on page 12 while the other looks at Picture B on page 15. They ask each other questions to find out the similarities and differences between the two pictures. They can focus on the colour and decoration of the hats.

**Suggested answers:**

- Similarities: conical hat, string
- Differences: Picture A: light green, pictures between layers, blue string, look lighter  
Picture B: white, no decoration, pink string, look heavier

- 2** Ask Ss to read the titles in the box quickly. Make sure they understand the meaning of each title. Now Ss read the paragraphs and match them with the titles. Ask them to compare their answers with a classmate. Elicit their answers.

**Key:** 1. C      2. A      3. B

- 3** Ss read the passage again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

**Key:** 1. Because it is the birthplace of the conical hat in Hue.  
2. It's 12 km from Hue City.  
3. It's going to the forest to collect leaves.  
4. They're very thin.  
5. It has poems and paintings of Hue between the two layers.  
6. Everybody can, young or old.

### Speaking

This part helps Ss identify the benefits and challenges of traditional crafts and encourages them to discuss the issue.

- 4** Ask Ss to read the ideas. Explain any points they are not sure about. T may also have to give Ss the meaning of some words such as *authenticity* (the quality of being real or true) or *preserve* (protect). Elicit Ss' opinions as a class. Ask Ss to add some more benefits and challenges.

**Key:** 1. B      2. C      3. B      4. C      5. C      6. B

**Other benefits:** creating national/regional pride, helping develop tourism, helping improve local infrastructure and services, creating cohesion between craft families and communities

**Other challenges:** limited designs, natural resources running out, competition from other countries

- 5** Ss work in groups to work out an action plan to deal with the challenges mentioned above. It's an open activity, so there is no right or wrong answer as long as Ss can explain their points. Set a time limit of about 10 minutes for this activity. Move around to provide help and comments. Invite some groups to present their plan. T and other Ss give feedback and ask any questions. Vote for the best plan.
- If the classroom has space, T may organise an exhibition of ideas. Give each group a big piece of paper. Ss discuss and write their action plan on the paper. After 10 minutes, ask them to stick their plan on the wall around the classroom. Ss visit at least two groups and listen to their presentations. When the time is up, ask some Ss to report on what they have heard to the class and say which action plan they prefer and why.

## SKILLS 2

### Listening

4Teen radio is asking different students about their places of interest.

- 1** Describe what you see in each picture. Do you know what places they are?






Listen and check your answers.

- 2** Listen to what these students say and decide if the statements are true (T) or false (F).

- Tra is interested in history.
- Nam likes making things with his hands.
- Nam's family owns a workshop in Bat Trang.
- The trees in the garden only come from provinces of Viet Nam.
- Hoa loves nature and quietness.

- 3** Listen again and complete the table. Use no more than three words for each blank.

Student	Place of interest	Activities
 Tra	Viet Nam National Museum of History	- Seeing various (1) _____ - Looking round and (2) _____
 Nam	Bat Trang pottery village	- Learning to (3) _____ and (4) _____
 Hoa	Ha Noi Botanical Garden	- Climbing up (5) _____ - Reading (6) _____ - Feeding (7) _____ - (8) _____ people

### Writing

- 4** If a visitor has a day to spend in your hometown/city, where will you advise him/her to go? What can they do there? Work in pairs, discuss and take notes of your ideas.

Places	Activities
Place 1: _____	_____
Place 2: _____	_____
Place 3: _____	_____

- 5** Imagine that your Australian pen friend is coming to Viet Nam and will spend a day in your hometown/city. He/She has asked for your advice on the places of interest they should go to and the things they can do there.

Write an email to give him/her some information.



From: \_\_\_\_\_

To: \_\_\_\_\_

Subject: Places of interest in my hometown/city

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look forward to seeing you soon!

Best wishes,

\_\_\_\_\_






## SKILLS 2

### Listening

- 1** Tell Ss that they are going to listen to three students talking about their places of interest. Before listening, Ss look at the pictures and describe what they see in each of them. Elicit answers from different Ss. Ask them if they know the name of each place. Quickly write these names on the board. Play the recording for Ss to check their answers.

**Key:** A. Ha Noi Botanical Garden B. Bat Trang pottery village C. Viet Nam National Museum of History

- 2** Play the recording again for Ss to decide if the sentences are true or false. If they meet any difficulty doing this, play the recording one more time. Have Ss compare their answers in pairs before giving T the answers. Ask for Ss' answers and write them on the board. Do not confirm the correct answers yet.
- 3** Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both **2** and **3**.

**Key:**

**2** 1. T 2. T 3. F (His friend's relatives own it.) 4. F (They also come from other countries.) 5. T

**3** 1. artefacts 2. exploring Vietnamese culture 3. make things 4. paint on ceramics

5. the hill 6. books 7. pigeons 8. watching



#### Audio script:

**Tra:** I love history, so my place of interest is Viet Nam National Museum of History. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. It's also near Hoan Kiem Lake and the Old Quarter, so you can spend time looking round and exploring Vietnamese culture.

**Nam:** I'm fascinated by traditional handicrafts. At weekends, I usually go to Bat Trang, a pottery village not far from Ha Noi centre. My friend's relatives live there and they own a workshop. Every time I go there, they teach me how to make things such as pots, vases, or bowls. I'm learning to paint on ceramics now.

**Hoa:** Ha Noi Botanical Garden is the place I like. There are lots of trees from different countries, a lake, and a small hill. I usually climb up the hill and read books at the top because there's a large lawn. After that I go down and feed the pigeons. Sometimes I just sit on the bench, watching people dancing or playing sports. It's a nice place for those who love nature and quietness.

### Writing

In this writing part, Ss are asked to write an email to give an Australian pen friend some information about the places of interest in their hometown/city and the activities they can do there.

- 4** Ss work in pairs and discuss the places of interest in their hometown/city that can be visited in one day and the activities that can be done there. Remind Ss that these places of interest should be most typical and worth visiting. T should move around to give comments as there may not be enough time for checking with the whole class.
- 5** Ss write the email, using the notes they have made. Ss may also write this in groups on big pieces of paper. Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class. T may collect some Ss' work to mark at home or ask them to rewrite the email as homework. In this case, remember to ask for Ss' revised work in the next lesson.

#### Sample writing:

Dear Mira,  
It's great to know that you're coming to Viet Nam. What a pity you can only spend one day in Ha Noi.

There are so many interesting places in the city, but I think within one day you should be able to visit three places. The first place I suggest is Viet Nam National Museum of History. You like history, so it's a must-see place. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. The second place is Hoan Kiem Lake. It's one of the symbols of Ha Noi. There you can enjoy the beautiful scenery

and visit Ngoc Son Temple. You can also have a look at the Old Quarter. Wander around the old streets and some ancient houses to explore Vietnamese culture.

Conveniently, these places are close to one another, so we can walk around easily.

Tell me when you're coming, so I can show you around these places.

Look forward to seeing you soon!

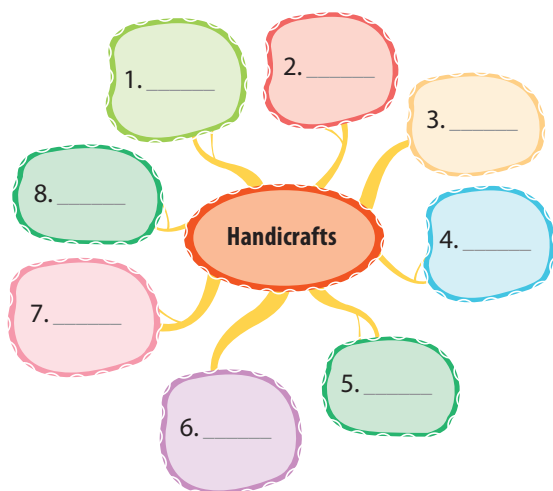
Best wishes,

Thuc Anh

# LOOKING BACK

## Vocabulary

- 1 Write some traditional handicrafts in the word web below.**



- 2 Complete the second sentence in each pair by putting the correct form of a verb from the box into each blank.**

carve	cast	weave
embroider	knit	mould

- The artisan made this statue by pouring hot liquid bronze into a mould.  
→ The artisan \_\_\_\_\_ this statue in bronze.
- I'm decorating a cloth picture with a pattern of stitches, using coloured threads.  
→ I'm \_\_\_\_\_ a picture.
- They made baskets by crossing strips of bamboo across, over, and under each other.  
→ They \_\_\_\_\_ baskets out of bamboo.
- My mum made this sweater for me from wool thread by using two bamboo needles.  
→ My mum \_\_\_\_\_ a wool sweater for me.
- He made this flower by cutting into the surface of the wood.  
→ He \_\_\_\_\_ this flower from wood.
- I took some clay and used my hands to make it into a bowl shape.  
→ I \_\_\_\_\_ the clay into the desired shape.

- 3 Complete the passage with the words/phrases from the box.**

looked	team-building	zoo	lunch
interest	looking forward to	craft	museum

Last week we had a memorable trip to a new (1) \_\_\_\_\_ on the outskirts of the city. We were all (2) \_\_\_\_\_ the trip. There are lots of wild animals, and they are looked after carefully. Each species is kept in one big compound and the animals look healthy. After we (3) \_\_\_\_\_ round the animal zone, we gathered on a big lawn at the back of the zoo. There we played some (4) \_\_\_\_\_ games and sang songs. Then we had a delicious (5) \_\_\_\_\_ prepared by Nga and Phuong. In the afternoon, we walked to a (6) \_\_\_\_\_ nearby. There is a big collection of handicrafts made by different (7) \_\_\_\_\_ villages. I'm sure that the zoo will be our new place of (8) \_\_\_\_\_.

## Grammar

- 4 Complete the complex sentences with your own ideas.**

- Although this village is famous for its silk products, \_\_\_\_\_.
- Many people love going to this park because \_\_\_\_\_.
- Since \_\_\_\_\_, foreign tourists often buy traditional handicrafts.
- Moc Chau is a popular tourist attraction when \_\_\_\_\_.
- This weekend we're going to the cinema in order that \_\_\_\_\_.

- 5 Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.**

- I don't remember exactly when my parents started this workshop.  
(set up) \_\_\_\_\_.
- We have to try harder so that our handicrafts can stay equal with theirs.  
(keep up with) \_\_\_\_\_.
- What time will you begin your journey to Da Lat?  
(set off) \_\_\_\_\_?
- We arranged to meet in front of the lantern shop at 8 o'clock, but she never arrived.  
(turn up) \_\_\_\_\_.
- The artisans in my village can earn enough money from basket weaving to live.  
(live on) \_\_\_\_\_.

## LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **Finished!** self-assessment box at the end of the unit.

## Vocabulary

- 1** Ss complete the word web individually. Check Ss' answers as a class. If time allows, ask one or two Ss to write their answers on the board.

**Key: (in any order)**

- |              |                 |                |                      |
|--------------|-----------------|----------------|----------------------|
| 1. paintings | 2. pottery      | 3. drums       | 4. silk              |
| 5. lanterns  | 6. conical hats | 7. lacquerware | 8. marble sculptures |

- 2** Ss do this exercise individually, then compare their answers with a partner. Elicit the answers from Ss.

**Key:**

- |            |                 |            |
|------------|-----------------|------------|
| 1. cast    | 2. embroidering | 3. wove    |
| 4. knitted | 5. carved       | 6. moulded |

- 3** Ss do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

**Key:**

- |          |                       |           |                  |
|----------|-----------------------|-----------|------------------|
| 1. zoo   | 2. looking forward to | 3. looked | 4. team-building |
| 5. lunch | 6. museum             | 7. craft  | 8. interest      |

## Grammar

- 4** Ss complete the sentences with their own ideas. Call on two Ss to write their answers on the board. Other Ss give feedback. Check their answers.
- 5** Ss write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

**Key:**

1. I don't remember exactly when my parents set up this workshop.
2. We have to try harder so that our handicrafts can keep up with theirs.
3. What time will you set off for Da Lat?
4. We arranged to meet in front of the lantern shop at 8 o'clock, but she never turned up.
5. The artisans in my village can live on basket weaving.

## Communication

- 6 Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guess what place he/she is thinking about.**

*Example:*

- A: Is the place near the city centre?  
 B: Yes, it is.  
 C: Can we play sports there?  
 B: Yes, we can.  
 A: Can we play games there?  
 B: Yes, we can.  
 C: Do people go shopping there?  
 B: No, they don't.  
 A: Is it the ABC sports centre?  
 B: You're right.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to traditional crafts and places of interest in an area</li> <li>say sentences with correct stress on content words</li> <li>write complex sentences with different dependent clauses</li> <li>use some common phrasal verbs correctly and appropriately</li> <li>read for general and specific information about a traditional craft village</li> <li>discuss local traditional crafts, their benefits and challenges</li> <li>listen for specific information about places of interest in an area</li> <li>write an email to give information about places of interest in an area and things to do there</li> </ul>			

## PROJECT

### What makes you proud of your area?

Imagine that the Youth Union is organising a competition entitled "What makes you proud of your area?". Competitors have to choose something special about their area and make a presentation about it. It can be a local product, traditional craft or a place of interest.

**Now...**

1. Work in groups and discuss the thing you are going to talk about.
2. Collect pictures from different sources or draw pictures of this thing.
3. Stick the pictures on a big piece of paper.
4. Search for information about this thing (its origin/history, how to make it, its special features, etc.)
5. Prepare a presentation. Remember to assign who will talk about what.
6. Give a presentation to the class.



#### SKILLS 1

Picture B



## Communication

- 6 Ss work in groups to play the game. One student is the group secretary. Group members take turns to think of a popular place of interest in their area. Other Ss ask Yes/No questions to guess the place. The secretary writes down all the places of interest they have guessed. Finally, the secretary reports on the places.

### Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

## PROJECT

### What makes you proud of your area?

Have Ss read the project. Ask them what the one special thing about their area is. Elicit Ss' answers.

Ss work in groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best.





## GETTING STARTED

### Duong's first visit to Sydney



#### 1 Listen and read.

**Duong:** Hey, Paul! Over here!

**Paul:** Hi, Duong! How's it going? Getting over the jet lag?

**Duong:** Yes, I slept pretty well last night. Hey, thanks so much for showing me around today.

**Paul:** No worries, it'll be good fun.

**Duong:** So, are you from around here?

**Paul:** Me? Yes, I was born and grew up here. Sydney's my hometown.

**Duong:** It's fabulous. Is it an ancient city?

**Paul:** No, it's not very old, but it's Australia's biggest city, and the history of our country began here.

**Duong:** Wow! So what are the greatest attractions in Sydney?

**Paul:** Well, its natural features include Sydney Harbour, the Royal National Park, and Bondi Beach. Man-made attractions such as the Royal Botanic Gardens, Sydney Opera House, and the Harbour Bridge are also well known to visitors.

**Duong:** What about transport?

**Paul:** Public transport here is convenient and reliable: you can go by bus, by train, or light rail. Taxis are more expensive, of course.

#### THIS UNIT INCLUDES:

##### VOCABULARY

City life

##### PRONUNCIATION

Stress on pronouns in sentences

##### GRAMMAR

Comparison of adjectives and adverbs: review  
Phrasal verbs (cont.)

##### SKILLS

- Reading for specific information about the features of cities
- Talking about important features of a city
- Listening for specific information about some problems of city life
- Writing a paragraph about the disadvantages/drawbacks of city life

##### COMMUNICATION

Discussing some features of a city

**Duong:** And is Sydney good for shopping?

**Paul:** Of course! You know, Sydney's a metropolitan and multicultural city, so we have a great variety of things and foods from different countries. I'll take you to Paddington Market later, if you like.

**Duong:** Wonderful. What about education?  
Are there many universities?

**Paul:** Sydney has five big universities and some smaller ones. The oldest of them was set up in 1850, I believe.

**Duong:** Oh, it sounds like a good place to get higher education. I like this town!



## Objectives:

By the end of this unit, students can:

- use the lexical items related to city life
- identify in which situations to stress pronouns in sentences and say these sentences correctly
- use adjectives, and comparison of adjectives and adverbs correctly
- use common phrasal verbs correctly and appropriately
- read for specific information about the features of cities
- talk about important features of a city
- listen for specific information about some problems of city life
- write a paragraph about the disadvantages/drawbacks of city life

## GETTING STARTED

### Duong's first visit to Sydney

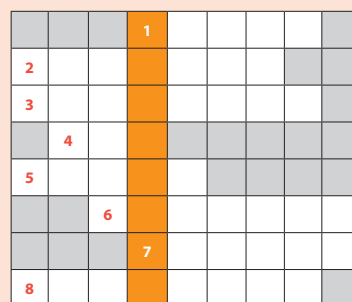
#### Introduction

Review the previous unit by asking Ss to solve a crossword puzzle. Draw the crossword puzzle on the board. Tell Ss that the words in the orange column are the key words of the new unit. Divide the class into two teams. Ss from each team take turns to solve the puzzle. The game finishes when a student guesses the orange words correctly.

T may also ask Ss to name all the places of interest or main features of their neighbourhood.

Do the puzzle below.

1. The \_\_\_\_\_ village of Bat Trang lies on the bank of the Red River.
2. This kind of \_\_\_\_\_ hat is made in Chuong village.
3. In Hoi An you can see colourful \_\_\_\_\_ hanging in the streets.
4. Some people \_\_\_\_\_ that a place of interest should be a well-known site.
5. The children can \_\_\_\_\_ the clay into many shapes.
6. The \_\_\_\_\_ of Ha Noi began over a thousand years ago.
7. This village is \_\_\_\_\_ for its wood-carving craft.
8. A place of \_\_\_\_\_ is sometimes simply one that people like going to.



Key:

			1C	R	A	F	T		
2C	O	N	I	C	A	L			
3L	A	N	T	E	R	N	S		
	4S	A	Y						
5M	O	U	L	D					
		6H	I	S	T	O	R	Y	
			7F	A	M	O	U	S	
8I	N	T	E	R	E	S	T		

Write the unit title on the board. T may ask Ss to name some cities and towns in Viet Nam, especially those in or near their region.

1 Ask Ss to open their books to Unit 2. Ask them some questions. Questions may include:

- What can you see in the pictures?
- Do you know these two boys?
- Where are they now?
- What are they talking about?

...

Ss answer the questions as a class.

T may also ask Ss what they know about Sydney by asking them some guiding questions:

- Where is it?
- Is it a capital city?
- What is it famous for?

...

Then play the recording and have Ss follow along.

**a Complete the sentences with information from the conversation.**

1. It is Duong's first \_\_\_\_\_ to Sydney.
2. In Paul's opinion, Sydney is not an \_\_\_\_\_ city.
3. Sydney Harbour is a \_\_\_\_\_ attraction of Sydney.
4. The shopping is good because of the \_\_\_\_\_ of things.
5. Duong thinks Sydney may be a good place to \_\_\_\_\_.

**b Find words in the conversation to match these definitions.**

1. tiredness from travelling across different time zones
2. an attraction
3. that can be trusted
4. belonging to a very large city
5. including people of different races, religions, languages, and traditions

**c Answer the questions.**

1. Where did Paul grow up?
2. What is the biggest city in Australia?
3. How is the public transport in Sydney?
4. Why is there a great variety of things and foods in Sydney?
5. When was the first university built in Sydney?

**d Think of other ways to say these expressions from the conversation.**

1. "How's it going?"
2. "Getting over the jet lag?"
3. "I slept pretty well"
4. "No worries"

**2 Replace the word(s) in italics with one of the words from the box.**

crowded	international	
local	urban	neighbouring

1. There is not a lot of *world* news in this newspaper.
2. I do my shopping in the *neighbourhood* shops, not in the town centre.
3. At weekends the city centre is always *packed* with people.
4. My friend's family has just moved to a *nearby* town.
5. There is far too much pollution nowadays in *city* areas.

**3 Work in pairs to do the quiz.**



**CITY QUIZ**

1. Which city is the oldest?  
A. Ha Noi      B. Hue      C. Can Tho
2. Which city is in Oceania?  
A. Baghdad      B. Amsterdam      C. Canberra
3. Which is the best-known city in North America?  
A. Chicago      B. Vancouver      C. New York
4. Which city is in Africa?  
A. Luanda      B. Athens      C. Buenos Aires
5. Which city has World Heritage status?  
A. Bac Giang      B. Vinh      C. Hoi An
6. Which is a capital city?  
A. Rio      B. Moscow      C. Osaka





- a** Ask Ss to read the conversation again and do the exercise individually. Check and write the correct answers on the board.

**Key:**

1. visit      2. ancient      3. natural      4. variety      5. study

- b** Ss work in pairs to do the task. Allow Ss to share answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the conversation that contain the words. Check and confirm the correct answers.

**Key:**

1. jet lag  
2. a feature  
3. reliable  
4. metropolitan  
5. multicultural

- c** Ss work individually to answer the questions, then compare their answers with a partner. Ask them to locate the information in the conversation. Call on some pairs to give the questions and answers. Confirm the correct answers.

**Key:**

1. He grew up in Sydney.  
2. Sydney is.  
3. It is convenient and reliable.  
4. Because it is a metropolitan and multicultural city.  
5. In 1850.

- d** Tell Ss to find the phrases in the conversation and practise saying them together. Explain the meaning to Ss, then elicit other examples from Ss.

**Key:**

1. How are you?/How are things?/How are you doing?  
2. (Are you) recovering from the jet lag?  
3. I slept quite well.  
4. That's OK/It's no trouble/It's not a problem/It's my pleasure.

- 2** Tell Ss that most of the words they need to use are related to cities or city life. Let them work in pairs. Check their work, then let them read each word correctly. Check and correct their pronunciation.

**Key:**

1. international      2. local      3. crowded  
4. neighbouring      5. urban

- 3** Ss work in pairs. Give them a few minutes to do the quiz. Award extra points for pairs who can say which country these cities are in. Congratulate the winners.

**Key:**

1. A      2. C      3. C      4. A      5. C      6. B

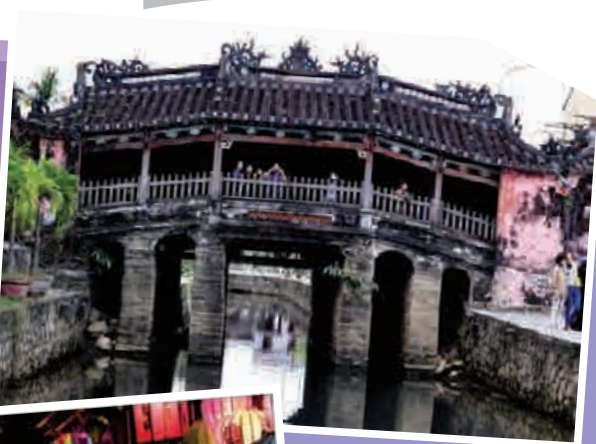
# A CLOSER LOOK 1

## Vocabulary

### Adjectives

**1a** Put one of the adjectives in the box in each blank.

local	delicious	ancient	historic
helpful	warm	fascinating	comfortable



Dear Oggy,

We're having a fabulous time here in Hoi An. You know, it's a(n) (1) \_\_\_\_\_ town 30 km from Da Nang. The weather is very (2) \_\_\_\_\_ and sunny. Our hotel is small but (3) \_\_\_\_\_. The staff are friendly and (4) \_\_\_\_\_.

We've seen most of the sights of the town. The street life here is (5) \_\_\_\_\_. We've spent a lot of time wandering around and looking at the (6) \_\_\_\_\_ temples, bridges, and houses. We've also bought a lot of (7) \_\_\_\_\_ souvenirs, crafts, and clothing. Well, the street food in Hoi An is (8) \_\_\_\_\_ and affordable. I wish you could be here with us!

Anyway, I hope things are good with you.

Lots of love,  
Jack



**b** Now underline all the other adjectives in the letter.

**2** Which of the following adjectives describe city life? Put a tick (✓).

stressful	<input type="checkbox"/>	populous	<input type="checkbox"/>
exciting	<input type="checkbox"/>	polluted	<input type="checkbox"/>
delicious	<input type="checkbox"/>	cosmopolitan	<input type="checkbox"/>
historic	<input type="checkbox"/>	unemployed	<input type="checkbox"/>
busy	<input type="checkbox"/>	annoying	<input type="checkbox"/>
forbidden	<input type="checkbox"/>	pleased	<input type="checkbox"/>
exhausted	<input type="checkbox"/>	cheerful	<input type="checkbox"/>
modern	<input type="checkbox"/>	easy-going	<input type="checkbox"/>
frightening	<input type="checkbox"/>	downtown	<input type="checkbox"/>
rural	<input type="checkbox"/>	fashionable	<input type="checkbox"/>

**3** Put a suitable adjective from **2** in each blank.

1. She lives in one of the most \_\_\_\_\_ parts of the city: there are lots of luxury shops there.
2. How \_\_\_\_\_! The roads are crowded and I'm stuck in a traffic jam.
3. You can't stop here. Parking is \_\_\_\_\_ in this street.
4. This city is very \_\_\_\_\_, there are people here from all over the world.
5. The gallery downtown has regular exhibitions of \_\_\_\_\_ art.
6. Nhieu Loc canal in Ho Chi Minh City is much less \_\_\_\_\_ than before.



## A CLOSER LOOK 1

### Introduction

Explain to Ss the normal position of adjectives in sentences. Then let Ss brainstorm all adjectives they have learnt, especially adjectives connected with cities and city life. Encourage them to call out as many words as possible.

## Vocabulary

### Adjectives

- 1 a** Have Ss read through the letter so that they can understand the general idea. Ask them what the purpose of the letter is (Jack is writing the letter to Oggy to tell about his trip to Hoi An). Have Ss read the adjectives in the box and quickly elicit the meaning of each adjective. If Ss do not know any of them, quickly give the meaning. Ss work in pairs to do the task. Have some Ss read their answers. Correct their pronunciation if needed and confirm the correct answers.

**Key:**

- |                     |                     |                |              |
|---------------------|---------------------|----------------|--------------|
| 1. ancient/historic | 2. warm             | 3. comfortable | 4. helpful   |
| 5. fascinating      | 6. historic/ancient | 7. local       | 8. delicious |

- b** Ask Ss read the letter again and underline all the other adjectives. Have them give the meanings of these adjectives in the context of the letter. Correct their answers.

**Key:** fabulous, sunny, small, friendly, affordable, good

- 2** Have Ss read through the given adjectives. Have some Ss read aloud all the adjectives to make sure they pronounce the adjectives correctly. Ask them which adjectives they know. Quickly teach Ss the adjectives they do not know.

Ss work in groups and discuss which adjectives describe, or are related to, city life. Encourage them to talk about their choice.

*(Sample answer: Ss may have different answers providing that they can explain)*

stressful ✓	busy ✓	frightening ✓	cosmopolitan ✓	cheerful
exciting ✓	forbidden ✓	rural	unemployed	easy-going
delicious	exhausted	populous ✓	annoying ✓	downtown ✓
historic ✓	modern ✓	polluted ✓	pleased	fashionable ✓

- 3** Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class.

**Key:**

- |                 |             |              |
|-----------------|-------------|--------------|
| 1. fashionable  | 2. annoying | 3. forbidden |
| 4. cosmopolitan | 5. modern   | 6. polluted  |

## Pronunciation

### Stress on pronouns in sentences

Most pronouns have strong and weak forms. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

**Example:**

A: That looks pretty easy. I think you can do it.  
("you" is weak)

B: Well, you do it then! ("you" is strong)

**4** Listen and repeat, paying attention to the difference in the underlined pronouns. Circle the pronouns that sound strong.

- A: Can you come and give me a hand?  
B: OK. Wait for me!
- A: Did you come to the party last night?  
B: Yes. But I didn't see you.
- A: Look - it's him!  
B: Where? I can't see him.
- A: They told us to go this way.  
B: Well, they didn't tell us!

**5a** Listen and mark the underlined words as W (weak) or S (strong).

**Example:**

A: Are you going to talk to him (W)?  
B: No, I think he (S) should talk to me (S) first.

- A: Is he ( ) there?  
B: No. Everybody else is, but he's ( ) gone home!
- A: Do you know that woman?  
B: Her ( )? Er... No. I don't recognise her ( ).
- A: I'm afraid we ( ) can't stay any longer.  
B: What do you mean 'we' ( )? I've ( ) got plenty of time.
- A: Look! Everybody's leaving.  
B: What about us ( )? Shall we ( ) go, too?

**b** Work in pairs. Practise the exchanges above.

## A CLOSER LOOK 2

### Grammar

#### Comparison of adjectives and adverbs: review

**1** Match the beginnings to the correct endings.

A	B
1. It's not as	a. faster than ever.
2. That skyscraper is one	b. to spell better.
3. The exam was	c. than being stuck in a traffic jam.
4. Life in the past was	d. of the tallest buildings in the world.
5. Mexico City is a lot	e. more difficult than I expected.
6. Kids are growing up	f. simple as it looks!
7. Nothing is worse	g. bigger than Rome.
8. These fun cards will encourage kids	h. less comfortable than it is now.

### REMEMBER!

- You can use *much*, *a lot*, *a bit*, and *a little* with the comparative forms of adjectives to show how big the differences are.

**Example:**

A DVD is *much* better than a video for watching films.

- With the superlative forms of the adjective you can use *second*, *third*, etc.

**Example:**

Karachi in Pakistan is the *second* largest city in the world in population.

- You can use *by far* to emphasise superlatives.

**Example:**

China is *by far* the most populated country in the world.



## Pronunciation

### Stress on pronouns in sentences

Explain to Ss that pronouns in general, and personal pronouns in particular, are normally unstressed (weak) in sentences, but when they are especially important, or when we want to show a contrast, they are stressed (strong). Give some examples. Have Ss read the yellow box in the book to fully understand the rule.

- 4** T plays the recording and Ss repeat. Play the recording as many times as necessary. Correct their pronunciation, especially the stressed words. Have them circle the stressed pronouns.

#### Key:

1. A: Can you come and give me a hand? (*me* is weak)  
B: OK. Wait for me! (*me* is strong)
2. A: Did you come to the party last night? (*you* is weak)  
B: Yes. But I didn't see you. (*you* is strong)
3. A: Look - it's him! (*him* is strong)  
B: Where? I can't see him. (*him* is weak)
4. A: They told us to go this way. (*us* is weak)  
B: Well, they didn't tell us! (*us* is strong)

- 5 a** Play the recording. Ss listen and mark the underlined words as W (weak) or S (strong). Elicit their answers and correct their mistakes.

For a stronger class, before playing the recording, have Ss read the exchanges and mark the underlined words as W (weak) or S (strong). Ask some Ss to give the answers and quickly write them on the board. Now play the recording for Ss to check their answers.

#### Key:

1. A: Is he (W) there?  
B: No. Everybody else is, but he's (S) gone home!
2. A: Do you know that woman?  
B: Her (S)? Er... No. I don't recognise her (W).
3. A: I'm afraid we (W) can't stay any longer.  
B: What do you mean 'we' (S)? I've (S) got plenty of time.
4. A: Look! Everybody's leaving.  
B: What about us (S)? Shall we (W) go, too?

- b** Ss work in pairs to practise the exchanges above. Go around and give support if necessary.

## A CLOSER LOOK 2

### Introduction

Ss have already learned the different forms of comparison of adjectives and adverbs. Tell Ss that this is a review section. T may help Ss recall these forms and have them give examples. Their sentences should stick to the topic of this unit.

## Grammar

### Comparison of adjectives and adverbs: review

- 1** Have Ss work individually. Check their answers as a class.

**Key:** 1. f 2. d 3. e 4. h 5. g 6. a 7. c 8. b

Help Ss study the **REMEMBER!** box. Give explanations if necessary. Ss give more examples.





**2 Complete the text with the most suitable form of the adjectives in brackets. Add the where necessary.**

London is one of (1. large) \_\_\_\_\_ cities in the world. Its population is a lot (2. small) \_\_\_\_\_ than Tokyo or Shanghai, but it is by far (3. popular) \_\_\_\_\_ tourist destination. London is probably most famous for its museums, galleries, palaces, and other sights, but it also includes a (4. wide) \_\_\_\_\_ range of peoples, cultures, and religions than many other places. People used to say that it was (5. dirty) \_\_\_\_\_ city too, but it is now much (6. clean) \_\_\_\_\_ than it was. To the surprise of many people, it now has some of (7. good) \_\_\_\_\_ restaurants in Europe too. For some people, this makes London (8. exciting) \_\_\_\_\_ city in Europe.

**Phrasal verbs (cont.)**

**3 Look at the conversation in GETTING STARTED again. Find and underline the phrasal verbs.**

**REMEMBER!**

In addition to learning the meanings of phrasal verbs, we need to know whether the verb and the particle(s) have to stay together or they can be separated.

- In these phrasal verbs, the parts can never be separated: *set off, look forward to, put up with...*
- In these phrasal verbs, the parts can be separated: the object of the verb can come between the verb and the particle: *put sth on, turn sth/sb down...*



**4 Underline the correct particle to complete each phrasal verb.**

1. The city has recently set *up/off/out* a library in the West Suburb.
2. I don't think Fred gets *over/through/on* with Daniel. They always argue.
3. You should take your hat *in/over/off* in the cinema.
4. Their children have all grown *up/out/out of* and left home for the city to work.
5. We were shown *up/off/around* the town by a volunteer student.
6. The town council decided to pull *up/over/down* the building, as it was unsafe.

**5 Underline the phrasal verbs in the sentences, and match them to their meaning from the box.**

remove	examine	press the switch
refuse	make a note	continue doing

1. You don't need the light on in here. Turn it off, please.
2. They offered him a place at the company but he turned it down.
3. The doctor wanted to go over the test results with her patient.
4. Once you've finished cleaning, you can go on with your work.
5. When you come inside, you should take off your coat and hat.
6. The local meeting is on Oct. 15<sup>th</sup>. Put it down in your diary.

**6 Read the text and find eight phrasal verbs. Match each of them with a definition from the box.**

consider	ask for (a job)	arrive
put on smart clothes	discover	continue
make someone feel happier		make progress



For her first evening's work at the bar, Sarah dressed up. She wore a black skirt and white blouse, as she had been told to look smart. However, when she turned up, she found out that the manager had been less than honest with her about the job. She had to serve the customers and also work in the kitchen. Still, she decided to go on working at the bar for the time being. After all, she was getting on well in the job. Three months later, she saw an advertisement in the paper for a sales assistant at a department store. She thought it over carefully, and decided to apply for it. 'But I won't tell anyone until I've got the new job!' she thought. The prospect of doing something different cheered her up considerably.

- 2** Ss work individually. After they have done the activity, ask some Ss to write their answers on the board. Correct their mistakes.

**Key:**

- |                 |            |                     |                      |
|-----------------|------------|---------------------|----------------------|
| 1. the largest  | 2. smaller | 3. the most popular | 4. wider             |
| 5. the dirtiest | 6. cleaner | 7. the best         | 8. the most exciting |

**Phrasal verbs (cont.)**

Ask Ss to recall the phrasal verbs they have learnt in Unit 1:

- to set up
- to look forward to
- to find out ...

- 3** Tell Ss to look at the conversation in **GETTING STARTED** again and find and underline the phrasal verbs.

**Key:**

- to get over
- to show someone around
- to grow up
- to be set up

Have Ss study the **REMEMBER!** box. Let them recall some other phrasal verbs they may have learnt.

- 4** Ss do this task individually. Ask Ss to read and underline the correct particle. T may ask them to write down the phrasal verbs in their copy books. Call on some Ss to read out their answers. Correct their mistakes. Explain to them the meaning of these phrasal verbs in the sentences.

**Key:**

- |             |                 |                      |
|-------------|-----------------|----------------------|
| 1. set up   | 2. gets on with | 3. take your hat off |
| 4. grown up | 5. shown around | 6. pull down         |

- 5** Ask Ss to read the sentences, underline the phrasal verbs and match them to their meaning from the box. Call on some Ss to read the sentences. Correct their answers as a class.

**Key:**

- |                                  |                           |                             |
|----------------------------------|---------------------------|-----------------------------|
| 1. Turn it off: press the switch | 2. turned it down: refuse | 3. go over: examine         |
| 4. go on with: continue doing    | 5. take off: remove       | 6. Put it down: make a note |

- 6** Have Ss read the text, find eight phrasal verbs and match them with their definition from the box. Tell them to study the context of these phrasal verbs and elicit their meaning.

**Key:**

- |                                   |   |
|-----------------------------------|---|
| 1. dress up: put on smart clothes | 5. get on: make progress                  |
| 2. turn up: arrive                | 6. think sth over: consider               |
| 3. find out: discover             | 7. apply for: ask for (a job)             |
| 4. go on: continue                | 8. cheer sb up: make someone feel happier |

# COMMUNICATION

## City life

**1a** Which of the following features do you like best about a city? Choose three from this list.

1. It is busy and exciting.
2. It is cosmopolitan.
3. It has a lot of fashionable shops.
4. It is cultural. There are cinemas, theatres, galleries, and museums.
5. It is convenient. There is a good transport system.
6. There are good cafés and restaurants.
7. There are a lot of parks and open space.
8. There are famous buildings and fascinating neighbourhoods.

**b** Work in groups. Discuss your choices. Give reasons.

I like a busy and exciting city with good transport, so I can get around and see all the cultural attractions it has to offer ...

**2** Read the passage and, in your group, answer the questions below.

Singapore is a small city-state in Southeast Asia. It is a lovely place to visit. The attractions are quite close to each other, so travelling between them is convenient. The food here is varied – all kinds of Asian food. The outdoor food markets are fun and affordable. You order your food, and it is cooked right before you. Then you go and eat it at a table outside. It's a great way to meet people. But what I like most about Singapore is that it is multicultural – Chinese, Malay, Indian, European, and Vietnamese. For me, that's the best thing about Singapore.



**Questions:**

What is the best attraction in Singapore, according to the writer? Would you like to go there? Why?



**3** Read the information about these cities and try to find them on a map.

### Vung Tau

*Location:* Southeast Viet Nam

*Main features:*

- long beach
- mountains
- quiet and clean

*Attractions:*

- temples and pagodas
- old lighthouse (built 1907)
- Worldwide Arms Museum



### New York City

*Location:* Northeastern USA

*Main features:*

- fashion and financial centre
- skyscrapers
- cosmopolitan

*Attractions:*

- Statue of Liberty
- Central Park
- museums and galleries



### Melbourne

*Location:* Southeast Australia

*Main features:*

- multicultural
- large number of international students
- world's largest tram network

*Attractions:*

- Melbourne Museum
- Queen Victoria Market
- Melbourne Aquarium



**4** Write a short paragraph (80–100 words) about one of the cities above. You can refer to the passage in **2** as a guide.

**5** Work in groups. Talk about the city you chose.

The city I'd like to visit most is New York. There are many things to see and to do there. You can ...



## COMMUNICATION

### City life

#### Introduction

This should be carried out as a speaking and writing lesson. First, play an optional word association game with Ss. Say the name of a famous city and have Ss write down the first thing they think of. Compare answers as a group. Some Ss may think of a famous attraction while others may think of the mood or impression of that city. For example, T says 'Paris'; Ss may write down 'Eiffel Tower', 'romance', 'food', 'fashion', etc. Now ask for a volunteer to choose another famous city and play again. Note there are no right or wrong answers in this game.

**1 a** Ss work individually. They read the sentences carefully and make their three choices. Call on some Ss to say the three things they like best about a city.

**b** Ss work in groups of three to discuss their choices, and give reasons why. Tell them to study the example before they begin. Encourage them to talk as much as possible. T may give some cues. Move around the class and give assistance if needed.

**2** Tell Ss that they are going to read a passage about Singapore. Ask if any student has visited Singapore. If there is one, have him/her share with the whole class what he/she knows about this city-state, what he/she did during the visit and what he/she likes about the place. Otherwise, elicit what Ss know about Singapore.

Now ask Ss to read the passage in the book. Let them work in the same groups of three to ask and answer the questions. Have representatives from some groups to share their answers.

To prepare Ss for the following writing and speaking activities, have Ss read the passage again. Ask them what are the points mentioned in the passage. Elicit answers from Ss. Summarise the main points of the passage:

- *the location of the city*
- *its attractions*
- *what is liked most about the city*

**3** Elicit as much information as possible about these three cities from Ss. Let them find the three cities on a world map or a globe.

Then let Ss work in groups to talk about each city (giving full sentences based on the information given). Walk around to observe and give help if needed.

**4** Ask Ss to choose one of the three cities and write a short paragraph about it. Give Ss 10-15 minutes to write. Go around to provide help if necessary.

**5** After Ss finish writing, let them talk about the city of their choice in groups. Go around to observe and give feedback. If time allows, have some Ss talk about the city they have chosen in front of the class. T and other Ss give comments.

(In the previous lesson, T may ask Ss to find out at home as much information about these three cities as possible so that they can prepare for their writing and talking in class.)

## SKILLS 1

### Reading

**1 Work in pairs. What features are important to you in a city? Put the following in order 1–8 (1 is the most important).**

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> transport | <input type="checkbox"/> safety         |
| <input type="checkbox"/> education | <input type="checkbox"/> cost of living |
| <input type="checkbox"/> climate   | <input type="checkbox"/> entertainment  |
| <input type="checkbox"/> culture   | <input type="checkbox"/> convenience    |

**2 Read the passage quickly and find the information to fill the blanks.**

- The name of the organisation doing the survey: \_\_\_\_\_
- The year of the survey: \_\_\_\_\_
- The names of the best city and the worst cities: \_\_\_\_\_



Which is the best city in the world to live in? Every year, the Economist Intelligence Unit (EIU) conducts a fascinating survey to determine which cities around the world “provide the best or worst living conditions”. It uses factors such as climate, transport, education, safety, and recreational facilities in cities. It gives scores for each, and ranks the cities in order – from the best to the worst.

For the year 2014, the top 10 cities came from Australia, Canada, Europe, and New Zealand. Melbourne in Australia had the highest score, which means it is the most ‘liveable’ city. Some famous cities came in the top 20, such as Tokyo (19<sup>th</sup>) and Paris (17<sup>th</sup>). Perhaps surprisingly, Osaka (13<sup>th</sup>) had the best score in Asia.

Cities with major conflicts tended to score the lowest. In these countries, living conditions were the most difficult or dangerous. Among the worst cities on the list were Dhaka in Bangladesh, Tripoli in Libya, and Douala in Cameroon.



However, some other organisations and individuals would like to add other factors to the index. They say that a city’s green space, urban sprawl, natural features, cultural attractions, convenience, and pollution should be added to the list.

**3 Read the passage again and answer the questions.**

- What factors are used by the EIU to rank the world’s cities?
- Where were some famous cities on the list?
- Why were Dhaka, Tripoli, and Douala ranked among the worst cities?
- Which was the most ‘liveable’ city in Asia?
- What are some factors that should be added to the index?

### Speaking

**4 a Work in groups of five or six. Conduct a survey to rank your own town/city or a town/city you know. Give from 10 points (the best) to 1 point (the worst) to each factor.**

**Ask each student in your group the question:**  
*How many points do you give to factor 1 – safety?*

**Then write the points in the table.**

Factors	Points given					Total points
	St A	St B	St C	St D	St E	
1. safety						
2. transport						
3. education						
4. climate						
5. culture						
6. facilities						
7. entertainment						
8. natural features						
9. urban sprawl						
10. pollution control						

**b Work out the final result of your group. Then present it to the class. Is your group’s result the same or different from that of other groups?**

## SKILLS 1

### Reading

- 1** Have Ss read through the given features. Ask them what each feature means to them. Now Ss work in pairs and put the factors in order of importance. Call on some pairs to present their order and give some explanations.
- 2** Ask Ss to individually read the passage quickly and find the information to fill the blanks. Call on some Ss to read out their answers and where they can find the answers. Confirm the correct ones.

**Key:**

1. The Economist Intelligence Unit (EIU)
2. 2014
3. The best city: Melbourne  
The worst cities: Dhaka, Tripoli, and Douala

- 3** Have Ss read the questions. Ss read the passage again and find answers to the questions. Remind them to locate the answers in the passage. Ss compare their answers in pairs. Check and confirm the correct answers.

**Key:**

1. Climate, transport, education, safety, and recreational facilities in cities (are used).
2. Among the top 20.
3. Because the living conditions there were the most difficult or dangerous.
4. Osaka was.
5. They are a city's green space, urban sprawl, natural features, cultural attractions, convenience, and pollution.

For stronger classes, T may extend the activity by asking Ss to talk in groups, giving their opinion about the most “liveable” cities in Viet Nam.

### Speaking

- 4 a** As a class, Ss decide which town or city they are going to rank. Ideally it should be the local town as it should be a place that Ss know personally. Divide the class into groups of five or six. Ss take turns to ask each other the 10 questions and write the points that each student gives for each factor in the table. While Ss are talking, go around to give assistance if necessary.
- b** Next they work out the final result of their group. Finally, one student from each group presents the results to the class. Act as a facilitator, inviting and encouraging comments about the results.

## SKILLS 2

### Listening

#### 1 Does your city, or the one nearest to you, have any of these drawbacks?

- urban sprawl
- noise
- high cost of living
- traffic jams
- air pollution
- bad weather
- crime
- overcrowding



#### 2 Listen and write the missing word in each gap.

1. "Some \_\_\_\_\_ have problems with pollution, crime, or bad weather – here we have traffic jams".
2. Before going to the \_\_\_\_\_, she has to take her children to school.
3. In the evening the \_\_\_\_\_ is even worse.
4. Now so many people have a car, and there aren't enough \_\_\_\_\_ in the city.

#### 3 Listen again and choose the correct answer.

1. What is the most serious problem in Bangkok?  
A. Pollution    B. Bad weather    C. Traffic jams
2. How does Suzanne go to work?  
A. By car    B. By Skytrain    C. By metro
3. How long does it take Suzanne to go to work every day?  
A. Two hours    B. Five hours    C. Half an hour
4. In the evening the traffic is \_\_\_\_\_.  
A. better    B. worse    C. the same
5. Why is traffic so bad in Bangkok?  
A. People move around by boat.  
B. There aren't enough roads.  
C. There isn't a Skytrain or metro.

### Writing

#### 4 Read the paragraph and complete the outline below.

Living in a city has a number of drawbacks. Firstly, there is the problem of traffic jams and traffic accidents. The increase in population and the increasing number of vehicles have caused many accidents to happen every day. Secondly, air pollution negatively affects people's health, and it also has a bad influence on the environment. More and more city dwellers suffer from coughing or breathing problems. Thirdly, the city is noisy, even at night. Noise pollution comes from the traffic and from construction sites. Buildings are always being knocked down and rebuilt. These factors contribute to making city life more difficult for its residents.



#### Outline

Topic sentence: \_\_\_\_\_

Problem 1: \_\_\_\_\_

Problem 2: \_\_\_\_\_

Problem 3: \_\_\_\_\_

Conclusion: \_\_\_\_\_

#### 5 Choose one item from the list in 1. Make an outline, and then write a paragraph on one of the topics.

#### Writing tip

Remember to organise your ideas to make your paragraph clearer:

- Firstly ...
- Secondly ... /Next ...
- Thirdly ... /Lastly ... /Finally ...
- In conclusion ... /To conclude ...

## SKILLS 2

### Introduction

Write the words: 'Bangkok – Thailand' on the board, and ask Ss to talk about this city. Encourage them to share anything that they know about it, and ask them if they know any problems people have to deal with.

### Listening

- 1 Let Ss work in small groups. Then tell Ss to think or recall/imagine the nuisances/problems they have experienced in the city.
- 2 Play the recording one or two times. Ask Ss to listen carefully and write down the words they hear in the passage. For less able Ss, T may play the recording again, or as many times as needed.

**Key:**

1. cities      2. office      3. traffic      4. roads

- 3 Play the recording again. Tell Ss to take notes/write down the key words as they listen. Then they choose the correct answers as required. Correct as a class.

**Key:**

1. C      2. A      3. A      4. B      5. B



**Audio script:**

Suzanne lives in Bangkok with her husband and two children. Her office is seven km away but it takes her two hours to get there by car every day.

"Some cities have problems with pollution, crime, or bad weather – here we have traffic jams," she says. Before going to the office, she has to take her children to school – so she sets off at 5 a.m. The children sleep until they arrive at school. Then Suzanne begins her journey to the office.

In the evening the traffic is even worse. Traffic moves in the city centre at half a kilometre an hour. In rainy weather it doesn't move at all.

But why is it so bad? In the past, more people moved around Bangkok by boat. Now so many people have a car, and there aren't enough roads in the city. The Skytrain and metro can help a bit, but they are limited in range and don't cover all parts of the city.

### Writing

- 4 Tell Ss to read the sample paragraph carefully and complete the outline. Tell them to pay attention to the connectors/markers: *Firstly, Secondly, Thirdly*.

**Outline:**

Topic sentence: Living in a city has a number of drawbacks.

Problem 1: traffic jams and traffic accidents

Problem 2: air pollution

Problem 3: noise/noise pollution

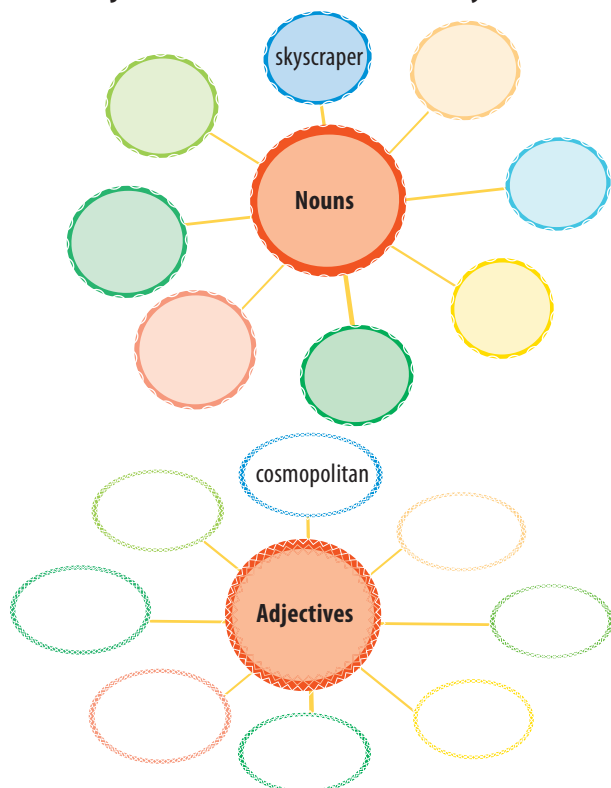
Conclusion: These factors contribute to making city life more difficult for its residents.

- 5 Have Ss write the paragraph in about 100 words. Make sure that they use their outline, along with connectors *first/firstly, second/secondly*, and pay attention to spelling and punctuation. Ss can use the passage in 4 to help them structure their paragraph.
- T may collect some Ss' papers and mark them, then give comments to the class.

# LOOKING BACK

## Vocabulary

- 1** Complete the word webs with nouns and adjectives connected with the city.



- 2** Put one word from the box in each gap.

noisy	full	crowded	bored
fabulous	urban	fascinating	

A big city is full of life. City life is more modern and (1) \_\_\_\_\_ than elsewhere. It is usually very busy and (2) \_\_\_\_\_, even at night.

Life in a big city starts early in the morning. Soon the roads are (3) \_\_\_\_\_ of vehicles. School children in their uniforms can be seen on the pavement, walking or waiting for buses. People rush to work. With every passing hour, the traffic goes on increasing. The shops and the market places remain (4) \_\_\_\_\_ till the evening hours.

Certainly (5) \_\_\_\_\_ life has certain charms. It offers great opportunities and challenges, especially for the young. There are lots of things to do, and facilities are well developed. There are (6) \_\_\_\_\_ places for amusement and recreation. One never feels (7) \_\_\_\_\_ in a city.

## Grammar

- 3** Complete each sentence with the word given, using comparison. Include any other necessary words.

- The last exhibition was not \_\_\_\_\_ this one. **INTERESTING**
- This city is developing \_\_\_\_\_ in the region. **FAST**
- Let's take this road. It is \_\_\_\_\_ way to the city. **SHORT**
- I was disappointed as the film was \_\_\_\_\_ than I had expected. **ENTERTAINING**
- You're not a safe driver! You should drive \_\_\_\_\_. **CAREFULLY**

- 4** Complete each space with a phrasal verb from the list. Change the form of the verb if necessary.

**cheer up**

**get over**

**turn back**

**find out**

**turn down**

**go on**

- She \_\_\_\_\_ his invitation to the party and now he's really upset.
- What's \_\_\_\_\_ in the street over there? Open the door!
- Lots of fruit and vegetables will help you \_\_\_\_\_ your cold.
- My brother was \_\_\_\_\_ with a trip to the zoo.
- The road was jammed, so we had to \_\_\_\_\_ and find an alternative route.
- I have \_\_\_\_\_ about a fabulous place where we can go for a picnic this weekend.

- 5** Rewrite each sentence so that it has a similar meaning and contains the word in capitals.

- Don't leave the lights on when you leave the classroom. **OFF**
- Mai spent her childhood in a small town in the south. **UP**
- Kathy checked the restaurant on her mobile phone. **LOOKED**
- My grandmother has recovered from her operation. **GOT**
- We are really expecting to see you again with pleasure. **LOOK**



## LOOKING BACK

This is the review section of the unit. Tell Ss to record their results for each exercise in the **LOOKING BACK** section in order to complete the **Finished!** self-assessment box at the end of the unit.

## Vocabulary

**1** Give Ss a few minutes to complete the word webs. T may give some cues/examples:

- street
- crowded
- gallery
- cosmopolitan
- shopping mall
- exciting
- ...

**2** Let Ss read the passage and complete this exercise individually. Less advanced classes can complete this exercise in pairs. After that, let some Ss read the passage aloud – sentence by sentence. Check and confirm the correct answers.

**Key:**

- |                |             |          |            |
|----------------|-------------|----------|------------|
| 1. fascinating | 2. noisy    | 3. full  | 4. crowded |
| 5. urban       | 6. fabulous | 7. bored |            |

## Grammar

**3** Ss can do the task by themselves or in pairs. Correct their answers as a class.

**Key:**

- |  |                   |                           |
|--|-------------------|---------------------------|
| 1. as interesting as/so interesting as | 2. the fastest    | 3. the shortest/a shorter |
| 4. less entertaining                   | 5. more carefully |                           |

**4** First let Ss review the phrasal verbs they have learnt in units 1 and 2. Then have them do the task. Correct their answers as a class.

**Key:**

- |                      |              |              |
|----------------------|--------------|--------------|
| 1. (has) turned down | 2. going on  | 3. get over  |
| 4. cheered up        | 5. turn back | 6. found out |

**5** This task helps Ss use structures with phrasal verbs to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

**Key:**

1. Turn off the lights when you leave the classroom.
2. Mai grew up in a small town in the south.
3. Kathy looked up the restaurant on her mobile phone.
4. My grandmother has got over her operation.
5. We are looking forward to seeing you again.

## Communication

- 6** Work in two teams. The first team gives the name of a city or town in Viet Nam. The other team says any man-made or natural attractions that it is famous for. Then switch. The team with the most items wins.

Team 1: Hai Duong City.

Team 2: Well, it is famous for its green bean cakes.

Team 2: Da Nang City.

Team 1: It has fabulous Ngu Hanh Son (Marble Mountains)...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to city life</li> <li>identify in which situations to stress pronouns in sentences and say these sentences correctly</li> <li>use adjectives, and comparison of adjectives and adverbs correctly</li> <li>use common phrasal verbs correctly and appropriately</li> <li>read for specific information about the features of cities</li> <li>talk about important features of a city</li> <li>listen for specific information about some problems of city life</li> <li>write a paragraph about the disadvantages/drawbacks of city life</li> </ul>			

## PROJECT

### Writing interesting notices

- 1** Put the items in these scrambled notices in the correct order, starting with the heading in capitals.

**A**

*Classes as normal tomorrow  
Groups 9B + 9D to Gym  
QUIET PLEASE  
Exams in progress*

**B**

*Town Hall every evening  
Ring Dylan on 42564039  
Offered by native teachers  
ENGLISH CONVERSATION LESSONS  
Language exchange also a possibility*

Where are you most likely to find these notices?

### Watch out!

Notices are usually very short and snappy. You can use short sentences, initials, and abbreviations. If the meaning is clear, you can also omit pronouns and, in certain cases, auxiliary verbs:

*Example: Street cleaning next weekend*



In a town or city, you can see a lot of notices. A notice should attract the reader's attention and send a message in just a few words. It may be effective to use different sizes of writing or type, or to put the heading in colour. Above all, the notice must be easy to understand.

- 2** Delete the words which are unnecessary in these notices, and make change(s) where appropriate.

#### VENDING MACHINE

The soup has run out.  
For tea and coffee, the machine is only accepting 10p and 50p coins.  
There are no more canned drinks.  
The technician has been called and the machine will be repaired soon.

- 3** In 20 – 30 words, write a notice for one of the following situations.

- You are organising a seminar for teenage girls about city life. Write a notice to put on the noticeboard, giving some details about time, place, and content of the seminar.
- You are a travel agent. You are organising a one-day trip around your city/town for foreigners. Write a notice to put at the travel agency.

## Communication

**6** First, make sure Ss know the names of the cities in Viet Nam.

Divide the class into two teams to play the game. Encourage them to be as quick as possible, and try to call out famous man-made or natural attractions, or features of different cities in the country. When time is up, stop the game and congratulate the winning team.

### REFERENCE:

*Five centrally controlled cities in Viet Nam:*

- Ha Noi
- Ho Chi Minh City
- Hai Phong
- Da Nang
- Can Tho

*62 provincial cities: Mong Cai, Dien Bien, Vinh, Buon Ma Thuot, Ca Mau, Phan Thiet ...*

### Finished!

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. Provide further practice on the weak areas of the class.

## PROJECT

### Writing interesting notices

This activity is aimed at helping Ss to form a habit of observing signs and notices around them, especially when they go to a town/city where there is lots of information all around them. They also learn how to write appropriate notices.

**1** Ss work in groups to do the task. T checks. Note that other orders are also possible.

**Key:**

**A**

QUIET PLEASE  
Exams in progress  
Groups 9B + 9D to Gym  
Classes as normal tomorrow

**B**

ENGLISH CONVERSATION LESSONS  
Town Hall every evening  
Offered by native teachers  
Language exchange also a possibility  
Ring Dylan on 42564039

**A:** In a school

**B:** On the notice board of the town's cultural centre

Explain to Ss the **Watch out!** box. Give more examples if needed.

**2** Ss work independently, then exchange their work with a partner. T checks.

**Key:**

VENDING MACHINE  
No soup.  
Tea and coffee, 10p and 50p coins only.  
No more canned drinks.  
Machine to be repaired soon.

**3** Ask Ss to do this task out of class, and in the next lesson, have them present what they have written to the class. The class gives comments.

**Sample**

SEMINAR ABOUT FEATURES OF CITY LIFE  
Monday Nov 10<sup>th</sup> in town hall.  
All teenage girls are welcome.  
For further details, ring Trang - 098456789.

## GETTING STARTED

“She’s been a bit tense lately...”

**1** Listen and read.

**Amelie:** Hi Phuc! Where’s Mai? Isn’t she coming?

**Phuc:** She said she was too tired and didn’t want to go out. She’s been staying up late studying for the exam.

**Nick:** Does she need to be that stressed out?

**Phuc:** Maybe not. But my parents always expect her to get good grades and she doesn’t want to disappoint them. They want her to go to a top college and study medicine.

**Amelie:** Really? She told me she wanted to be a designer...

**Phuc:** Yes, that’s why she’s been a bit tense lately. She doesn’t know what to do. My parents said design graduates wouldn’t find jobs easily and they wanted her to get a medical degree.

**Amelie:** Oh, I understand. Sometimes I wish my parents could put themselves in my shoes...

## THIS UNIT INCLUDES:

## VOCABULARY

Changes in adolescence

## PRONUNCIATION

Stress on the verb *be* in sentences

## GRAMMAR

Reported speech: review

Question words before *to*-infinitive

## SKILLS

- Reading for general and specific information about a helpline service for teens in Viet Nam
- Talking about teen stress and pressure and how to cope with them
- Listening for general and specific information about the work of an advice columnist
- Writing a short note to ask for advice and to give advice

## COMMUNICATION

Discussing necessary life skills for teens

**Nick:** Anyway, Mai needs to take a break. I’ll call and ask her if she wants to go and see a film with us tomorrow.

**Phuc:** Oh, I doubt it... She’s already fully booked for the weekend with her maths class, English class, judo class, and music lesson!



## Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in adolescence
- identify in which situations to stress the verb *be* in sentences and say these sentences correctly
- use reported speech with confidence
- use question words before *to*-infinitive
- read for general and specific information about a helpline service for teens in Viet Nam
- talk about teen stress and pressure and how to cope with them
- listen for general and specific information about the work of an advice columnist
- write a short note to ask for advice and to give advice

## GETTING STARTED

“She’s been a bit tense lately...”

### Introduction

Before starting this unit, do a quick whole-class activity on comparison learnt in Unit 2. For example, divide the board into two sides and write ‘Hue’ and ‘Ho Chi Minh City’. Then write some words/phrases such as ‘air’, ‘entertainment’, ‘cost of living’, ‘traffic’, ‘weather’, etc. in the middle and ask Ss to compare these when we talk about the two cities.

Now start the lesson. T can prepare three magazine cut-outs or photos of teenagers with different facial expressions: *worried*, *happy*, *angry*, *scared*, *relaxed*, etc. Ask the whole class to describe the photos and ask them to guess why these teenagers are feeling this way.

**1** Let Ss open the book on the **GETTING STARTED** page but with the text covered. Introduce Ss in the picture: Phuc, Nick, and Amelie. Explain that Mai was supposed to be there but she couldn’t come in the end. Ask the class to describe what is happening in the picture:

- *Where are Phuc, Nick, and Amelie?*
- *What are they going to do?*
- *What are they talking about?*
- *Why do you think Mai couldn’t come?*

Accept all possible answers from Ss. Remember not to give correction at this step.

Tell Ss they are going to listen to the conversation between Phuc, Nick, and Amelie. Play the recording and have Ss follow along.



**a Find the OPPOSITE of the following words in the conversation.**

1. to go to bed early
2. to be relaxed
3. bad exam results
4. to make someone happy
5. to work continuously
6. to have no plans

**b Choose the best answer.**

1. Why is Mai not playing badminton with Phuc, Nick, and Amelie?
  - A. She doesn't like playing badminton.
  - B. She is late.
  - C. She wants to stay at home.
2. Why is Mai working very hard for the exam?
  - A. She failed the last exam.
  - B. She wants her parents to be proud of her.
  - C. She wants to compete with her classmates.
3. How is Mai feeling now?
  - A. Confident and tired
  - B. Tense and disappointed
  - C. Tired and stressed
4. What do Mai's parents want her to be?
  - A. A medical doctor
  - B. A designer
  - C. A musician
5. What does Mai want to be?
  - A. A medical doctor
  - B. A designer
  - C. A musician
6. What are Phuc, Nick, and Amelie trying to do?
  - A. Understand Mai's situation and help her feel better.
  - B. Make Mai feel left out.
  - C. Find somebody else to replace Mai for the badminton.

**c What do you think Amelie means when she says, 'Sometimes I wish my parents could put themselves in my shoes'?**

**2 Fill the gaps with the words in the box. In some cases more than one word may be suitable.**

tense	frustrated	delighted
confident	relaxed	worried
depressed	calm	stressed

1. Thu had been studying very hard for the exam, but she still felt \_\_\_\_\_. Now that she has done well in the exam she is feeling much more \_\_\_\_\_.



2. My mother is a strong person. She stays \_\_\_\_\_ even in the worst situations.



3. Linh is feeling a bit \_\_\_\_\_ about her study. She's failed the exam once again!



4. I think taking a speech class is a good idea if you want to be more \_\_\_\_\_.



5. Emma is feeling so \_\_\_\_\_ with her fashionable new hairstyle.



6. Phuc, Nick, and Amelie feel \_\_\_\_\_. They want to help Mai but don't know what they can do for her.

**REMEMBER!**

Many adjectives of emotions and feelings are formed from the -ed form of verbs: *excited, relaxed, frustrated*, etc. Can you find more examples?



**3 Match the statements with the functions.**

give advice to someone    encourage someone  
empathise with someone    assure someone

1. 'Go on! I know you can do it!'
2. 'If I were you, I would (get some sleep).'
3. 'You must have been really disappointed.'
4. 'Stay calm. Everything will be alright.'
5. 'I understand how you feel.'
6. 'Well done! You did a really great job!'

**4 How do you feel today?**

**Work in pairs. Tell your friend how you feel today and what has happened that made you feel that way. Your friend responds to you, using one statement from the box in 3.**



- a** Tell Ss they can uncover the text. Play the recording again. Have Ss work individually, then in pairs, to find the words/phrases. Remind Ss they need to find the words/phrases in the text with *opposite* meanings.

**Key:**

- |                          |                         |                       |
|--------------------------|-------------------------|-----------------------|
| 1. to stay up late       | 2. to be stressed (out) | 3. good grades        |
| 4. to disappoint someone | 5. to take a break      | 6. to be fully booked |

If time allows, encourage Ss to make sentences using these words and phrases.

- b** Have Ss work individually, then in pairs, to compare their answers with each other. Correct the task as a class and encourage Ss to explain why the chosen option is the correct answer.

**Key:**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. C | 2. B | 3. C | 4. A | 5. B | 6. A |
|------|------|------|------|------|------|

- c** Ask Ss what they think Amelie's statement means. Then explain if necessary. For a more able class, ask them if they have ever felt like Amelie, and what happened.

**Key:**

Amelie wishes her parents could put themselves in her situation to better understand her.

- 2** Ss work in pairs to complete this task. Remind them to pay attention to the content words in each sentence, which may help them to choose the most suitable word. Tell Ss in most cases more than one option may be suitable. After they have finished, go through each item as a whole class.

T may explain the difference between 'depressed' and other words such as 'tense', 'worried', or 'stressed'. (The word 'depressed' is very strong and used only to describe someone who is deeply sad and has lost hope.)

Draw Ss' attention to the **REMEMBER!** box and ask them to add more adjectives of emotions and feelings formed from the *-ed* form of verbs.

**Key:**

- |  |                        |                         |
|--|------------------------|-------------------------|
| 1. worried/tense/stressed; relaxed/confident | 2. calm                | 3. depressed/frustrated |
| 4. confident/relaxed/calm                    | 5. delighted/confident | 6. frustrated/worried   |

- 3** Before Ss start doing this exercise, explain the meaning of 'give advice', 'encourage', 'empathise', and 'assure'.

*give advice:* to give suggestions and ideas to help somebody make a decision

*encourage:* to give someone support and confidence to do something

*empathise:* to be able to understand how someone else feels

*assure:* to tell someone that something is going to be all right, so that they do not worry

Ss work individually first, then in pairs. Then give corrective feedback to the whole class. Ask Ss to give examples of the situations in which these sentences are said.

**Key:**

- |                      |                           |                           |
|----------------------|---------------------------|---------------------------|
| 1. encourage someone | 2. give advice to someone | 3. empathise with someone |
| 4. assure someone    | 5. empathise with someone | 6. encourage someone      |

- 4** As an example, tell the class how you feel today and what has happened that made you feel that way. You can make up scenarios such as:

*I feel worried because my cat is sick.*

*I feel disappointed because it has been raining all day long.*

*I feel delighted because my son is Star of the Week at his primary school.*

Encourage Ss to select appropriate statements in **3** to respond to what you have told them. Then ask them to work in pairs. If time allows, call on some pairs to report their stories to the class.

# A CLOSER LOOK 1

## Vocabulary

- 1** Complete the paragraph with the words in the box. There is one word that you don't need.

independence    informed    shape and height  
embarrassed    delighted    self-aware  
reasoning skills

Adolescence is the period between childhood and young adulthood. Your body will change in (1) \_\_\_\_\_. Your brain will grow and you'll have improved self-control and (2) \_\_\_\_\_. Physical changes are different for everyone, so you don't need to feel (3) \_\_\_\_\_ or frustrated!

You'll experience emotional changes as well. You'll feel you want more (4) \_\_\_\_\_ and responsibility. You may become more (5) \_\_\_\_\_, and care about other people's opinions, especially those of your friends. But remember you'll need adult support and guidance to make (6) \_\_\_\_\_ decisions and overcome stress.

- 2** Match the source of stress and pressure to the expression.

1. school pressures and frustrations
2. physical changes
3. unsafe living environment
4. problems with classmates at school
5. negative feelings about themselves
6. having too high expectations

A. 'I'll never be good at maths. I'm just too stupid!'



B. 'I hate my voice. It's high one minute, low the next, then high again! What's the matter with it? AND the girls are making fun of me! I'm so embarrassed.'



C. 'I must get the highest score in this exam. I must be the best student in the class!'



D. 'I feel worried when I have to wait for the bus in that neighbourhood after my evening class. It's so quiet and dark there.'

E. 'I have this big assignment to complete and I don't know where to start. It's too difficult!'



F. 'Why does he make me do all of his homework? It's not fair. And he says if I don't do it, he'll make my life difficult.'

- 3** Which of the following can be done in the above situations? Discuss with your partner. (More than one solution can be suitable for one situation.)

1. Take a break, then you will feel ready to start again.



2. Break a large task into smaller tasks.



3. Focus on your strong points.



4. Talk to someone about this and/or ask them for help.



- 4** Have you ever been in any of these situations? If so, what did you do to deal with them?

## Pronunciation

Stress on the verb *be* in sentences

Listen again to what Amelie said in GETTING STARTED. Notice the way she pronounced the verb *be* in the sentence.

'Hi Phuc! Where's Mai?  
Isn't she coming?'

## A CLOSER LOOK 1

### Vocabulary

- 1** Ss work individually to complete this exercise. Tell Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words. Ss then work in pairs to compare their answers before T gives corrective feedback to the whole class.

**Key:**

- |                     |                     |                |
|---------------------|---------------------|----------------|
| 1. shape and height | 2. reasoning skills | 3. embarrassed |
| 4. independence     | 5. self-aware       | 6. informed    |

- 2** Explain the phrases in the box first. Elicit from Ss some examples for each item, for example, 'Can you think of an example of school pressures and frustrations?'

Share some of your personal experience from your teenage years where relevant.

**Key:**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| A. 5 | B. 2 | C. 6 | D. 3 | E. 1 | F. 4 |
|------|------|------|------|------|------|

- 3** Ss work in pairs to discuss which solution can be used for which situation. Then elicit the answers from the whole class. Ask Ss to explain their decisions.

**Key (suggested):**

- |            |      |      |      |         |      |
|------------|------|------|------|---------|------|
| A. 1; 3; 4 | B. 4 | C. 1 | D. 4 | E. 2; 1 | F. 4 |
|------------|------|------|------|---------|------|

- 4** Refer back to what you have told the class in **2**. Now tell Ss the ways you used to deal with these (difficult/stressful) situations. Ask Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.

### Pronunciation

Stress on the verb *be* in sentences

Play the recording again or say the first sentence in the conversation in **GETTING STARTED**. Draw Ss' attention to the stressed 'Isn't' and ask them to practise saying the question.

## REMEMBER!

Normally the verb *be* is unstressed in the middle or at the start of a sentence for a statement or question.

**Example:**

She was stressed.

Are you worried about something?

However, the verb *be* is stressed in negative questions and at the end of sentences.

**Example:**

- Aren't you coming?

- Yes, I *am*.

Also, it is stressed for emphasis or contrast.

**Example:**

- She isn't coming?

- She *is* coming, but she'll be a little late.



**5** Listen to the recording and practise saying the sentences. Pay attention to the way the verb *be* is pronounced.

- Where are you? You aren't at the bus stop.  
- I *am* at the bus stop, but I can't see you.
- Are you busy right now?  
- Yes, I *am*. Sorry, could you wait for a minute?
- Is Ronia in?  
- No, she's out ice-skating.  
- But it's so cold!  
- It *is*. But she's got all her warm clothes on.
- Wasn't Bill disappointed about the exam result?  
- He *was*. But he was hiding it well.

**6** Look at the following sentences and underline the verb forms of *be* which should be stressed. Then listen to the recording to check and practise.

- You aren't worried about the exam? Good for you!  
- I *am* worried! But I try not to show it.
- Do you think Jack is good at Japanese?  
- He *is*. But he's a bit shy to speak it.
- Isn't badminton her favourite sport?  
- Yes, it *is*.
- Who's he?
- Sorry - we're late!  
- Actually, you aren't. We haven't started yet.
- Is she happy at the new school?  
- Yes, she *is*. She likes it a lot.

## A CLOSER LOOK 2

### Reported speech: review

**1** Read the conversation in GETTING STARTED again. Underline the reported speech. Then rewrite in direct speech what Mai said to her brother Phuc and to her parents.

Mai: 'I'm too tired and \_\_\_\_\_.'

Mai: 'I want \_\_\_\_\_.'

Mai's parents: 'Design \_\_\_\_\_.'

**2** Rewrite the following sentences in reported speech.

- 'We will visit you this week,' my parents told me.
- Our teacher asked us, 'What are you most worried about?'
- 'I'm so delighted. I've just received a surprise birthday present from my sister,' Phuong told me.
- 'Kate can keep calm even when she has lots of pressure,' Tom said.
- 'I got a very high score in my last test, Mum,' she said.
- 'Do you sleep at least eight hours a day?' the doctor asked him.

### Question words before to-infinitives

We can use question words *who*, *what*, *where*, *when*, *how* before a *to*-infinitive to express a situation that it is difficult or uncertain.

**Example:**

We don't know *who* we should contact.

→ We don't know *who to contact*.

### Look out!

The question word *why* cannot be used before a *to*-infinitive.



We often use the verbs *ask*, *wonder*, *(not) be sure*, *have no idea*, *(not) know*, *(not) decide*, *(not) tell* before the question word + *to*-infinitive.

**Example:** I have no idea *where to get* this information.

Now explain the **REMEMBER!** box. Emphasise that normally the verb *be* is unstressed, except for the situations mentioned in the box.

- 5 Play the recording as many times as needed so that Ss are familiar with the stressed *be* in the statements. Note that only the words in italics should be stressed, the other forms of *be* are unstressed. With the whole class, refer to the **REMEMBER!** box to elicit the reasons why the verb *be* is stressed in each item. Ss then practise saying the sentences in pairs.
- 6 Tell Ss that these sentences contain both stressed and unstressed verb forms of *be*. Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check. Give corrective feedback as a class, then Ss practise saying the sentences.

**Key:**

1. - You aren't worried about the exam? Good for you!  
- I am worried! But I try not to show it.
2. - Do you think Jack is good at Japanese?  
- He is. But he's a bit shy to speak it.
3. - Isn't badminton her favourite sport?  
- Yes, it is.
4. - Who's he? (no stress)
5. - Sorry – we're late!  
- Actually, you aren't. We haven't started yet.
6. - Is she happy at the new school?  
- Yes, she is. She likes it a lot.



**Audio script: (stress the italic words)**

- 5 1. - Where are you? You aren't at the bus stop.  
- I *am* at the bus stop, but I can't see you.
2. - Are you busy right now?  
- Yes, I *am*. Sorry, could you wait for a minute?
3. - Is Ronia in?  
- No, she's out ice-skating.  
- But it's so cold!  
- It *is*. But she's got all her warm clothes on.
4. - *Wasn't* Bill disappointed about the exam result?  
- He *was*. But he was hiding it well.
- 6 1. - You aren't worried about the exam? Good for you! (no stress)  
- I *am* worried! But I try not to show it.
2. - Do you think Jack is good at Japanese? (no stress)  
- He *is*. But he's a bit shy to speak it.
3. - *Isn't* badminton her favourite sport?  
- Yes, it is. (no stress)
4. - Who's he?
5. - Sorry – we're late! (no stress)  
- Actually, you *aren't*. We haven't started yet.
6. - Is she happy at the new school? (no stress)  
- Yes, she *is*. She likes it a lot.

## A CLOSER LOOK 2

### Reported speech: review

- 1 Remind Ss of what the conversation in **GETTING STARTED** is about. Ss then work in pairs to complete the task. If needed, give Ss a quick review of reported speech (e.g. verb tense, pronouns, time expressions, etc.) Divide the class into side A and side B. Side A will say some sentences in direct speech for side B to change into indirect speech. Then side B says some sentences in indirect speech for side A to change into direct speech.

**Key:**

*Mai:* 'I'm too tired and don't want to go out.'

*Mai:* 'I want to be a designer.'

*Mai's parents:* 'Design graduates won't find jobs easily. We want you to get a medical degree.'

- 2 Ss work individually to complete this exercise. Then they compare their answers in pairs before T gives corrective feedback as a whole class.

**Key:**

1. My parents told me they would visit me that week.
2. Our teacher asked us what we were most worried about.
3. Phuong told me she was so delighted because she had just received a surprise birthday present from her sister.
4. Tom said Kate could keep calm even when she had lots of pressure.
5. She told her mother she had got a very high score in her last test.
6. The doctor asked him if he slept at least eight hours a day.

### Question words before to-infinitives

Tell Ss that the question words *who*, *what*, *where*, *when*, and *how* can be used before a *to*-infinitive to express a situation that it is difficult or uncertain. Give examples. Explain the **Look out!** box.

Highlight the verbs *ask*, *wonder*, *(not) be sure*, *have no idea*, *(not) know*, *(not) decide*, *(not) tell* which are often used before the question word + *to*-infinitive.



### 3 Rewrite the sentences using question words + to-infinitives.

1. I don't know what I should wear!

→ \_\_\_\_\_.

2. Could you tell me where I should sign my name?

→ \_\_\_\_\_.

3. I have no idea when we should leave for the bus.

→ \_\_\_\_\_.

4. We're not sure where we should hang the painting.

→ \_\_\_\_\_.

5. He wondered how he could tell this news to his parents.

→ \_\_\_\_\_.

6. They can't decide who should go first.

→ \_\_\_\_\_.

### Reported questions with question words before to-infinitives.

Question words before *to*-infinitives can be used to report questions about something that should be done.

**Example:** 'What should I do?' she said.

→ She wondered what to do.



### Look out!

To report Yes/No questions we use *whether* before *to*-infinitive. Remember *if* cannot be used in this case.

**Example:**

'Should I tell my parents what I really think?' she wondered.

→ She wondered whether to tell her parents what she really thought.



### 4 Rewrite the following questions in reported speech, using question words before to-infinitives.

**Tip:** You may use the following verbs: *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell.*

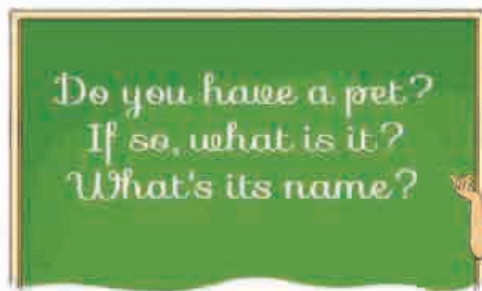


1. 'How should we use this support service?' they wondered.
2. 'Who should I turn to for help?' he asked.
3. 'Mum, when should I turn off the oven?' Mai asked her mother.
4. 'Where should we park our bikes?' asked Phong and Minh.
5. 'Should we call her now?' he asked.
6. 'What should we do to make Linh feel happier?' they wondered.

### 5 GAME

#### SOMETHING ABOUT OUR TEACHER...

Decide as a whole class five questions you want to ask about the teacher. Then the class divides into two groups: one group stays inside the class and the other goes outside. The teacher will tell each group the answers to the questions. The class gets together again and in pairs you must report on what the teacher has told you.



Our teacher said she had a dog called 'To Be' at home.



No, our teacher said she had a cat called 'To Be' at home.





- 3** Do the first sentence with the class as an example. Ss then work individually to rewrite the sentences before receiving correction from T.

**Key:**

1. I don't know what to wear.
2. Could you tell me where to sign my name?
3. I have no idea when to leave for the bus.
4. We're not sure where to hang the painting.
5. He wondered how to tell this news to his parents.
6. They can't decide who to go first.

- 4** Ss can work in pairs to complete this exercise. Remind them they can choose from the verbs *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell* to report these questions.

**Key:**

1. They wondered/couldn't tell how to use that support service.
2. He had no idea who to turn to for help.
3. Mai asked her mother when to turn off the oven.
4. Phong and Minh couldn't decide where to park their bikes.
5. He was not sure whether to call her then.
6. They wondered what to do to make Linh feel happier.

- 5** First, ask the whole class to agree on five questions they would like to ask about you. Write them on the board. Prepare two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that you do not forget them.

Then divide the class into two groups. Tell Ss that one group will stay inside the classroom and the other outside. Each group will listen to you for the answers to the questions and the group will then have to report to the other group what they have heard from you.

When the two groups have been separated and cannot hear each other, go to each group and tell them one version of the answers. Ask them to remember what you say.

Finally, ask the two groups to gather again inside the classroom. Now ask them to answer the five questions written on the board according to the information they have received by reporting what you have told them.

*(This game is adapted from the ideas by Begem Tonyali <http://www.eslbase.com/grammar/reporting-verbs>).*

# COMMUNICATION

## Extra vocabulary

cognitive      emotions      concentrate  
self-discipline      resolve conflict      risk taking

## Life skills for teens

**1** Read about the necessary life skills for teenagers in the United States. Match the skills to their category.

**1. Social skills**

**2. Cognitive skills**

**3. Housekeeping skills**

**4. Emotion control skills**

**5. Self-care skills**

**A**

- recognise and control your feelings
- cope with negative emotions

**B**

- have planning and organisational skills
- concentrate and be self-disciplined

**C**

- cooperate with others and resolve conflicts
- have communication skills

**D**

- prepare food, do laundry and chores at home
- manage a small budget
- learn about basic car operation

**E**

- develop healthy habits
- know how to act and where to get help in emergencies
- understand the boundaries of risk taking

**2** Discuss:

Do we teenagers in Viet Nam need all or some of these skills? Why/Why not?

**3** In groups, work out a similar list of skills that Vietnamese teens should have today. Add or remove categories and skills as you wish and remember to support your decisions with examples and explanations. Present your list along with other groups and make a common list for the whole class.

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**4** Look at the list of life skills for teens that your class has developed.

Which skills do you already have?

Which skills do you need to develop?



Share what you think with a partner.

## COMMUNICATION

### Life skills for teens

Write 'Life skills' on the board and ask Ss what they think it means. Ask them to give some examples of life skills.

Explain the words in the **Extra vocabulary** box. Use a dictionary or translate the words since they are all abstract concepts.

- 1** Ss work in pairs to complete this task. Go around and offer help if needed.

Otherwise, T may turn this into a group competition. Prepare red paper strips with the five skill categories, and blue paper strips with the skill examples. In small groups Ss will match the red strips to the blue strips. The first group to have the correct answers is the winner.

**Key:**

1. C      2. B      3. D      4. A      5. E

- 2** Give Ss plenty of time to look closer at each skill to discuss the questions in pairs. Then, as a whole class, go through each skill and elicit from them the answers to the questions. Write on the board two lists: one containing the skills Ss think are necessary for Vietnamese teenagers, and one containing those that they think are not.

As an alternative, Ss work in small groups. After their discussion, each group should cross out the life skills which they think are not suitable for Vietnamese teens. As a whole class, compare the results from different groups. Remember each group will need to explain their decisions.

- 3** Ss work in small groups to make their own list for Vietnamese teens. They can base it on the text and add their own information. Now the class needs to combine all the group lists to make a big list for the whole class. Write this list on a poster, or on the board.

- 4** Ask Ss to copy down the 'big list' they have created in **3** in their notebooks. Ss then work individually: each student goes through the list and evaluates how good he/she is with each skill. Then Ss work in pairs to share their results.

If time allows, each pair reports the results to the class. Based on the results, the class will be able to identify three skills that most Ss in the class think they are now good at, and three skills that most of them think they need to improve on.

# SKILLS 1

## Reading

**1 a** Do you know what a child helpline is?

**b** Now read the article.

## The Magic Number

*Magic Number* **18001567** is a 24-hour toll-free service for counselling and protecting children and young adults in Viet Nam. The helpline was set up in 2004 by the government with support from Plan Vietnam, an international children's development organisation.

By 2014, the helpline had received over 1.5 million calls from children and adults nationwide. Sixty-nine per cent of the calls came from children and most child callers were in the 11-14 year old and 15-18 year old groups. The calls were mostly questions about family relationships, friendships, and physical and mental health. Moreover, nearly 3,000 cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse received emergency support.

The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.

A member of Child Helpline International, *Magic Number* aims to create favourable conditions for children to develop physically and mentally. If you need support or advice, or know of someone who does, just dial 18001567!

(The facts, figures, and photos in this text are provided by Plan Vietnam)



**2** Answer the questions.

1. What is *Magic Number* 18001567?
2. Which age groups have called the helpline most?
3. What were the calls mostly about?
4. Why have 3,000 calls received emergency support?
5. How does *Magic Number* promote child participation in its operations?
6. What is the aim of the helpline?

**3** Read the text again and decide if the following statements are true (T) or false (F).

1. You can call *Magic Number* anytime during the day or night.
2. The service and the telephone calls are free.
3. Only children can call the helpline.
4. The typical caller to *Magic Number* is a nine-year-old child.
5. All decisions about the operation of the helpline are made by adults.
6. The service is available in all cities and provinces in Viet Nam.

## Speaking

### Study skill: Asking for advice

What do you think I should do (about...)?  
 What should I do?  
 What would you do in this situation?  
 Could you give me some advice (about...)?  
 If you were me, what would you do?  
 I wonder whether to... or...  
 Do you know who to speak to about this?

**4** Listen to two students calling a child helpline and complete the notes. Then use the notes to role-play the callers.

Caller 1	Caller 2
Caller _____	Caller _____
Feeling now _____	Feeling now _____
Problem _____	Problem _____
Question _____	Question _____

**5** Look at **2, A CLOSER LOOK 1**. Imagine you are one of these students. You want to call the *Magic Number* helpline to ask for help. What do you say? Your partner listens and takes notes.

**Remember to:**

- briefly introduce yourself (you can choose whether to say your name and address or not)
- describe your problem/dilemma
- ask for help

## SKILLS 1

### Reading

- 1 a** Ask Ss the question and explain that a child helpline is a telecommunication support service for children and young people. It is free of charge. When you contact a helpline, often via telephone, you will get answered and someone from the helpline may even come directly to you to help.
- b** Ask Ss to read through the text quickly to get its main ideas. Ask them to answer the question “What is the article about?” using the text title, photos, and key words.
- 2** Now ask Ss to read the text again to complete the task. Ss work in pairs to answer the questions.

#### Key:

1. It's a free service for counselling and protecting children and young adults in Viet Nam.
2. They were callers in the 11-14 year old and 15-18 year old groups.
3. The calls were mostly questions about family relationships, friendships, and physical and mental health.
4. Because they were cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse.
5. The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.
6. It aims to create favourable conditions for children to develop physically and mentally.

- 3** For this task, allow Ss to have another close reading (or as many times as they wish). Ss work individually first, then compare the answers with their partner. Ask them to discuss and explain each person's own decision if their answers are not the same. Then provide feedback as a class. For each answer, ask Ss to refer back to the text to find the relevant information.

Key: 1. T 2. T 3. F 4. F 5. F 6. T

### Speaking

Draw Ss' attention to the **Study skill** box. Together with them, find an example for each expression. If time allows, ask Ss to add in other expressions for asking for advice that they have learnt or know.

- 4** Tell Ss they are going to listen to two students calling a child helpline. Ask Ss to look at the note form to get oriented about what they are going to hear. Remind Ss that these are notes so they only need to write key words or phrases and not full sentences.
- After Ss have completed the task individually, give feedback as a class. Then Ss work in pairs to role-play the callers. Ask them to use the notes for the role-play, and remind them to put some emotional expression in their voice for the role-play.

#### Key (suggested):

##### Caller 1

Caller: girl, from Ha Noi, last year of high school  
 Feeling now: a bit depressed and confused  
 Problem: wants to be a designer; but her parents want her to be a doctor  
 Question: doesn't know what to say to her parents

##### Caller 2

Caller: boy, named Long, 13 years old, from Ho Chi Minh City  
 Feeling now: worried  
 Problem: online friend asked for 5 million dong; said if he refused to give it, his life would be difficult  
 Question: wonders whether to tell somebody about this



#### Audio script:

**Caller 1:** (girl) Hi, I'm from Ha Noi. I'm in my last year of high school. I'm feeling a bit depressed about my situation. I've been studying really hard to satisfy my parents and have always had good grades. But last week they said that they didn't want me to go to Arts School to be a designer. They want me to be a doctor. I feel confused... I don't know what to say to my parents.

**Caller 2:** (boy) My name's Long. I'm 13 and I'm from Ho Chi Minh City. I made a friend playing online games, and we've met several times in real life to play video games in Internet cafés. Last week he told me he needed 5 million dong and asked if I could help him. I said no, but two days ago he said he would make my life difficult if I didn't give him the money. I'm a bit worried. Should I tell somebody about this?

- 5** Ss need to look back at Exercise **2, A CLOSER LOOK 1**. Tell Ss the instructions to do the task. Remind Ss they should use the expressions in the **Speaking Study skill** box 'Asking for advice'. Give Ss a few minutes to choose who they want to be and to think about what they should say when they call the hotline. Ss work in pairs. Go around and offer help if needed. When Ss have finished, call on some pairs to present their dialogue. To revise reported speech, T may ask the student who listens and takes notes to report what his/her partner has told him/her.



## SKILLS 2

### Listening

- 1a** Listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine.



**b** Choose the best answer.

- Miss Sweetie (likes/doesn't like) her work as an advice columnist.
- She is (in/no longer in) her adolescence.
- She thinks giving advice to people is (easy/not easy).
- It (takes time/doesn't take time) for her to come up with a piece of advice.
- She thinks to give good advice we (need/don't need) to empathise with people.



**2** Answer the questions.

- What are the two things that Miss Sweetie likes about her work?
- What did she say was most important when giving others advice?
- Why does she think the language used for giving advice is also important?

**3** Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?

- 'You ought to talk to her.'
- 'I think you should talk to her.'
- 'You must talk to her.'
- 'You have to talk to her.'
- 'It might be a good idea to talk to her.'

### Writing

#### Study skill: Giving advice

If I were you, I would/wouldn't...  
I (don't) think you should...  
Have you thought about (verb-ing)...?  
It might help to consider...  
It might be a good idea to...

- 4** Look at **2**, A CLOSER LOOK 1 and give one piece of advice to each student.

**Example:**

- A. Have you thought about asking a friend who is confident about maths to help you? Perhaps you just need a little more practice.

- 5a** Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends. Use the 'Asking for advice' box on SKILLS 1, page 32 to help you. Sign the letter with a made-up name, not your real name.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b** As a whole class, put the notes in a pile and take a different note. Write a short answer (2-3 sentences) to give advice about the problem. Use the 'Giving advice' box above for help.



## SKILLS 2

### Listening

**1 a+b** Ask Ss if they know what an 'advice columnist' does. Introduce the word. If possible, bring in to the class some examples of the advice column page in local magazines for teens (or you can look them up on the Internet).

Tell Ss they are now going to listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine. Ask Ss to look at the questions in Exercise **1b** first.

Ss then work individually to complete the task. Play the recording once to check how much Ss understand it. Then play the recording again when providing the key.

**Key:** 1. likes 2. no longer in 3. not easy  
4. takes time 5. need

**2** For this task, play the recording as many times as needed. Ss work individually first, then compare the answers with a partner. Then provide corrective feedback as a class.

**Key:**

1. She feels like she is living her teenage years again, and she loves helping readers by giving them advice.
2. She said it's most important that we put ourselves in other people's shoes.
3. Because language should be used sensitively so that the person can get over the negative feelings.

**3** Ss work in pairs for this task. Ask them to explain their decision afterwards. The options that are in the 'no' category are because the language is too strong or direct.

**Key:** 1. No 2. Yes 3. No 4. No 5. Yes



#### Audio script:

*Interviewer:* ... So how do you like this work?

*Miss Sweetie:* Oh very much. I feel like I'm living my teenage years again! [laugh] But really, it's great that I can help our dear readers in this way.

*Interviewer:* Do you find it difficult to give advice?

*Miss Sweetie:* Well, yes... I take time to think of the best possible advice that I can give. I think it's most important that we put ourselves in other people's shoes.

*Interviewer:* So it's about being able to empathise...

*Miss Sweetie:* Exactly. But even so, we also need to be very careful about how to put the advice into words. We need to be sensitive... It's not only about giving the best solution, it's also about helping the person get over the negative feelings. For example, I often use 'It might be a good idea to...' rather than 'You ought to...'. Or perhaps 'I think you should...' for me sounds much better than 'You must...'.

### Writing

Work through the **Study skill** box together with Ss. For each expression, make an example. Ask Ss to add in other expressions for giving advice that they have learnt, or know.

**4** Ss need to look at **2, A CLOSER LOOK 1**. Then they work individually to complete this task. Remember this is a writing exercise so Ss need to write down their advice notes in full sentences. Remind them to use the expressions in the **Writing Study skill** box 'Giving advice'. Ss then swap their writing for peer correction.

If time allows, let Ss work in pairs when they have finished the writing. Student A will read out the notes randomly for Student B to guess which advice note is for which student in the exercise.

#### Suggested answers:

- B. I know how you feel, but I don't think you should worry about this change. It's normal, and it shows that you're growing up.
- C. If I were you, I wouldn't have too high expectations. I would do my best in the exam, but I don't think it's a good idea to feel so stressed.
- D. Have you thought about telling this to your parents? They might think of a good solution to help you.
- E. It might help to consider breaking this big task into smaller tasks and then tackle them one by one.
- F. It might be a good idea to talk about this to someone. Have you thought about turning to your teacher for help?

**5 a** Ss work individually first to write a short note to Miss Sweetie to ask her for advice about a problem at school or with their friends. Tell Ss that they can make up a situation and it can be funny or silly, for example, a student who wants to colour his hair purple but is afraid that he'll be laughed at or get into trouble with the school and his parents. Tell them to use the 'Asking for advice' box for help. Remind Ss to sign the note with a made-up name and not their real name.

**b** This task can be done as either a whole class activity or a group activity. Tell Ss when all group members have finished writing the advice note, they will take turns to report the note they received, and the advice that they offered. If time allows, ask the group to discuss the problem and the advice. Can they think of some other advice for the problem?

## LOOKING BACK

**1 Put yourself in these teens' shoes. Choose the TWO best words to describe your feelings in the following situations.**

1. You won an essay contest.  
(excited/delighted/tense)



2. Your parents misunderstood you.  
(calm/frustrated/upset)



3. You stayed up late studying for an important exam.  
(relaxed/tense/stressed)



4. You are left out by friends. You can't concentrate on your studies.  
(confident/worried/tense)



5. Last week you had a presentation in class and you think it was very bad.  
(disappointed/delighted/frustrated)



6. Your closest friend is moving to another city. (emotional/depressed/embarrassed)



**2 Use the following prompts to say something to the students in 1.**

- 1 → congratulate, encourage
- 2 → empathise, advise
- 3 → empathise, advise
- 4 → empathise, advise
- 5 → assure, encourage
- 6 → empathise

**3 Give at least two examples for each of these sets of skills.**

1. Cognitive skills

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2. Emotion control skills

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3. Social skills

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4. Self-care skills

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5. Housekeeping skills

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**4 Rewrite the following in reported speech.**

- 1. 'I'm really stressed out! I've had three sleepless nights thinking about my exam.'
- 2. 'I can't concentrate! It's too noisy in here.'
- 3. 'She was very upset at first but she's fine now.'
- 4. 'I don't think taking risks too often is a good idea.'
- 5. 'He'll take a cooking class before he goes to college.'
- 6. 'I really wish I could make informed decisions!'

**5 Rewrite the underlined phrases in the following text, using question words + to-infinitives.**

In our Life Skills lesson last week, our class had a visit from a Fire Safety Officer, and this is what he told us: 'Today I'm going to tell you (1) what you should do in case of fire. If there is a fire, keep calm. Be sure you know (2) where you can find the nearest exit or stairway. Do not use the lift. Before you leave, close all the doors behind you. You should know (3) how you could activate the fire alarm, and then shout 'fire'. You should know (4) what number you should call to report the fire and ask for help. In Viet Nam, it's number 114. The number is toll-free and you can call it any time from either a mobile or a landline without dealing area codes.'

## LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **Finished!** self-assessment box at the end of the unit.

- 1** Ask Ss to complete the sentences by using the support from the pictures, the options provided, and the meaning of the sentences. They work individually first and then compare with a partner.

**Key:** 1. excited/delighted      2. frustrated/upset      3. tense/stressed  
4. worried/tense      5. disappointed/frustrated      6. emotional/depressed

- 2** Ask Ss to remember the meanings of these verbs: *congratulate*, *empathise*, *encourage*, *assure*, and *advise*. Then Ss need to look at the situations in **1** to say appropriate sentences.

**Key (suggested):**

1. 'Congratulations!'/ 'Well done! You did a really great job!'
2. 'You must have been really disappointed.'/ 'If I were you, I would talk to my parents.'
3. 'Stay calm. Everything will be all right.'/ 'It might be a good idea to have a break when you feel too stressed.'
4. 'I understand how you feel.'/ 'It might help to consider talking about this to someone.'/ 'Have you thought about calling a counselling service?'
5. 'I understand how you feel.'/ 'It might help to consider focusing on the good points of the presentation rather than only the weak points.'
6. 'You must have been really emotional.'/ 'I understand how you feel.'

- 3** Challenge Ss to complete this exercise without looking back at **COMMUNICATION**. They can write in similar skills, or add new skills as they wish.

**Key (suggested):**

1. concentrate on doing something; organise your timetable
2. control feelings; know how to get over negative feelings
3. cooperate with others; communicate well
4. know how to act in emergencies; know when to stop taking risks
5. cook for oneself and others; manage a small budget

- 4** Ss work individually then in pairs when they compare their answers with each other.

**Key:**

1. She said she was really stressed out, and that she had had three sleepless nights thinking about her exam.
2. He said he couldn't concentrate because it was too noisy in there.
3. She said she had been very upset at first but she was fine then.
4. He said he didn't think taking risks too often was a good idea.
5. She said he would take a cooking class before he went to college.
6. He said he really wished he could make informed decisions.

- 5** Ss work individually to complete this task.

**Key:**

1. Today I'm going to tell you what to do in case of fire.
2. Be sure you know where to find the nearest exit or stairway.
3. You should know how to activate the fire alarm.
4. You should know what number to call to report the fire and ask for help.

## Communication

**6** Work in pairs. Look at the notes of the two callers from **4**, **SKILLS 1** and give them some advice.

**Example:**

I think she should tell her parents that she really likes art and design.



If I were her, I would convince my parents that today it's become quite easy to find a job as a designer.



### Finished! Now I can...

✓ ✓ ✓ ✓ ✓

- use the lexical items related to changes in adolescence
- identify in which situations to stress the verb *be* in sentences and say these sentences correctly
- use reported speech with confidence
- use question words before *to*-infinitive
- read for general and specific information about a helpline service for teens in Viet Nam
- talk about teen stress and pressure and how to cope with them
- listen for general and specific information about the work of an advice columnist
- write a short note to ask for advice and to give advice

## PROJECT

### TEEN SUPPORT GROUP



Work in groups. Prepare some ideas for a teen support group in your school:

- study skills group
- life skills group
- social skills group
- emotion control skills group
- career planning group

Choose one idea and think about how to set up the support group, focussing on the following questions:

- What is the name of the support group?
- How is the group organised?
- How does it help teens?

Present your group's ideas to the rest of the class. Get their feedback.



## Communication

**6** Direct Ss to the two callers in **4**, **SKILLS 1**. Using the notes they produced for that exercise, ask Ss to recall the details of the two calls: *Who are the callers? Why are they calling the helpline? How do they feel?*

Now Ss discuss this task in pairs to work out the advice they would give to the two callers. Encourage Ss to use the phrases they have learnt for giving advice. Call on five pairs to report the advice to the class. The class then vote for their favourite piece of advice.

### Finished!

Ask Ss to complete the **Finished!** self-assessment box. Identify any difficulties and weak areas and provide further practice.

## PROJECT

### Teen support group

Ss work in small groups to design the set up of a teen support group.

First, Ss choose an idea for the support group and find out more about that idea. For example, one group chooses the idea 'study skills group'. Ask them to think about:

- *Which study skills do you think are necessary in your class/school? How can you find out more about this information?*
- *How can the students improve these skills? (for this information you can ask your teacher, or use books, magazines, or the Internet)*
- *What can a support group do to help them do that?*

Then Ss decide how to set up their support group. Ask them to consider:

- *What is the name of the support group?*
- *What are the support activities it provides?*
- *How does the support reach students?*
- *How is the group organised? Who will do what? How can the teacher and the school help the operations of the group?*

The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realise some of these projects in their own class or school.



# REVIEW 1 (UNITS 1 - 2 - 3)

## LANGUAGE

### Pronunciation



**1** Listen and practise saying the sentences. Pay attention to the underlined words.

1. My town is nice and peaceful, but it isn't very big.
2. Da Nang Museum of Cham Sculpture attracts a lot of foreign visitors.
3. A: Were you wearing a helmet when you fell off your bike?  
B: No, I wasn't.
4. Son: Can I go to a party tonight, Mum?  
Mother: OK, but please don't make noise when you come home.
5. A: My mum's really a good friend of mine.  
B: Is she? Mine is very strict towards me.



**2** Look at the underlined words in the sentences and mark them as W (weak) or S (strong). Then listen to check and practise.

1. A: Is ( ) Minh happy about winning the scholarship?  
B: Yes, he is ( ). But his parents are ( ) happier.
2. A: I can't ( ) understand it! Aren't ( ) you my son?  
B: I'm terribly sorry, dad. But it isn't ( ) entirely my fault.
3. A: Pho Hien is ( ) a very old town in North Viet Nam.  
B: Is it ( )? Where is it ( ) located?
4. A: It's ( ) raining. Are they ( ) wearing raincoats?  
B: She ( ) is, but he ( ) isn't.

## Vocabulary

**3** Match the verbs in column A with the words/phrases in column B.

A	B
reduce	a home business
pull down	high expectations
empathise	a handicraft
make	worried and frustrated
set up	employment
feel	an old building
have	pollution
provide	with someone

**4** Fill each gap with a word from the box.

attractions    giant    excited    interest  
fascinating    tallest    symbol    affordable

The London Eye, also known as the Millennium Wheel, is a (1) \_\_\_\_\_ observation wheel in London. The entire structure is 135 metres (443 ft) tall and the wheel has a diameter of 120 metres (394 ft). When erected in 1999 it was the world's (2) \_\_\_\_\_ observation wheel. It is now one of the most popular (3) \_\_\_\_\_ in the world. It is considered to be a (4) \_\_\_\_\_ of London. People make special journeys to see the (5) \_\_\_\_\_ giant wheel. 15,000 people can ride the wheel every day. They feel (6) \_\_\_\_\_ to climb above the city and look back down on it. Not just rich people, but everybody can do this. It is public and (7) \_\_\_\_\_, and it has become a place of (8) \_\_\_\_\_ in London.





## Introduction

This unit reviews the language and skills Ss have learnt in Units 1, 2, and 3. Help Ss to recall the language and encourage them to contribute as much as possible.

## LANGUAGE

This language review can be used as a progress test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately. If need be, T can provide further practice on weak areas.

### Pronunciation

- 1** Ask Ss what kinds of words are underlined. Elicit the rule from Ss (they are content words and are stressed because they contain all the important information being conveyed). Play the recording for Ss to listen and read along silently, then they can repeat out loud trying to stress the same words. Call on some Ss to read out the sentences again. Correct their pronunciation as a class.

**Note:** All the underlined words are stressed.



#### Audio script:

1. My town is nice and peaceful, but it isn't very big.
2. Da Nang Museum of Cham Sculpture attracts a lot of foreign visitors.
3. A: Were you wearing a helmet when you fell off your bike?  
B: No, I wasn't.
4. Son: Can I go to a party tonight, mum?  
Mother: OK, but please don't make noise when you come home.
5. A: My mum's really a good friend of mine.  
B: Is she? Mine is very strict towards me.

- 2** Ss work in pairs first to mark the underlined words as W (weak) or S (strong). Then T plays the recording for Ss to check. Play the recording again and Ss repeat. Pause and correct their pronunciation.



#### Audio script:

1. A: Is (W) Minh happy about winning the scholarship?  
B: Yes, he is (S). But his parents are (W) happier.
2. A: I can't (S) understand it! Aren't (S) you my son?  
B: I'm terribly sorry, dad. But it isn't (S) entirely my fault.
3. A: Pho Hien is (W) a very old town in North Viet Nam.  
B: Is it (S)? Where is it (W) located?
4. A: It's (W) raining. Are they (W) wearing raincoats?  
B: She (S) is, but he (S) isn't.

### Vocabulary

- 3** Ss do the task individually and then share their answers with a partner. Check Ss' answers.

#### Key:

- |                             |                               |
|-----------------------------|-------------------------------|
| - reduce pollution          | - set up a home business      |
| - pull down an old building | - feel worried and frustrated |
| - empathise with someone    | - have high expectations      |
| - make a handicraft         | - provide employment          |

- 4** Let Ss read the passage, then do this exercise individually. T may ask some Ss to write their answers on the board. T corrects as a class.

- Key:**
- |                |            |                |             |
|----------------|------------|----------------|-------------|
| 1. giant       | 2. tallest | 3. attractions | 4. symbol   |
| 5. fascinating | 6. excited | 7. affordable  | 8. interest |

## Grammar

### 5 Complete each sentence with the correct form of a phrasal verb from the list.

- |           |                |               |
|-----------|----------------|---------------|
| • look up | • deal with    | • turn down   |
| • set up  | • get over     | • put up with |
| • give up | • keep up with |               |

1. The two countries agreed to \_\_\_\_\_ full diplomatic relations.
2. When you're tired and under stress, it's important to look after yourself and find ways to \_\_\_\_\_ it.
3. Six people applied for the job, but four of them were \_\_\_\_\_.
4. Why don't you \_\_\_\_\_ this word in the dictionary?
5. Mike had to \_\_\_\_\_ gymnastics because of his injury.
6. I'm going crazy! I can't \_\_\_\_\_ so much confusion!
7. I think she \_\_\_\_\_ the quarrel with her close friend.
8. It's difficult to \_\_\_\_\_ changes in technology.

### 6 Rewrite the following questions in reported speech, using question words before to-infinitives.

1. "What should I wear to the fancy dress party?" Trang asked.
2. "Should I help Chau with the money my mum gave to me?" she wondered.
3. "Where can we get those traditional handicrafts?" Nick wondered.
4. "Who can I turn to for help with my homework now?" Phuc said.
5. "When should I break the sad news to him?" Hoa asked.

## Everyday English

### 7 Choose the suitable words/phrases to complete the mini-talks.

- |              |                           |        |
|--------------|---------------------------|--------|
| • what to do | • As far as I know        | • Cool |
| • No worries | • If I were in your shoes |        |

1. A: My face often goes red and hot these days. What should I do?  
B: \_\_\_\_\_, there's no cause for concern.
2. A: You look upset. What's the problem?  
B: Well, my cousin wants to share my room during his visit, but we don't get on very well. I don't know \_\_\_\_\_.
3. A: Shall we visit the lantern making workshop?  
B: \_\_\_\_\_! When should we go?
4. A: Thanks a lot for your sound advice.  
B: \_\_\_\_\_.
5. A: What do you suggest I should do now?  
B: \_\_\_\_\_, I'd take it easy and try to forget it.



## Grammar

- 5** Ss work individually and then compare their answers with a partner. Call on some Ss to write their answers on the board. Other Ss comment. T corrects as a class.

*Key:*

- |            |                |                |                 |
|------------|----------------|----------------|-----------------|
| 1. set up  | 2. deal with   | 3. turned down | 4. look up      |
| 5. give up | 6. put up with | 7. got over    | 8. keep up with |

- 6** Ss do the task individually. Tell them to write the reported sentences in their notebooks. Call on some Ss to read their sentences. T checks.

*Suggested answers:*

1. Trang wondered what to wear to the fancy dress party.
2. She couldn't decide whether to help Chau with the money her mum had given to her.
3. Nick wondered where to get those traditional handicrafts.
4. Phuc had no idea who to turn to for help with his homework.
5. Hoa was not sure when to break the sad news to him.

## Everyday English

- 7** Ask Ss to discuss in pairs and choose the suitable words/phrases to complete the talks. After checking their answers, have some pairs act out the mini-talks.

*Key:*

- |                     |               |         |               |                            |
|---------------------|---------------|---------|---------------|----------------------------|
| 1. As far as I know | 2. what to do | 3. Cool | 4. No worries | 5. If I were in your shoes |
|---------------------|---------------|---------|---------------|----------------------------|

## SKILLS

### Reading

#### 1 Read the two letters: one from a girl and the other from Miss Wiselady.



Dear Miss Wiselady,

I am in grade 9 at a school in town. I absolutely love my school, and I love my classmates, except one thing.

It seems that the girls are always saying negative things about our teachers, even our headmistress. This kind of gossip makes me uncomfortable and upset. I don't think it's good for the study atmosphere, and it would be terrible if the teachers found out. I don't know how to face up to this issue. What should I do?

Upset



Dear Upset,

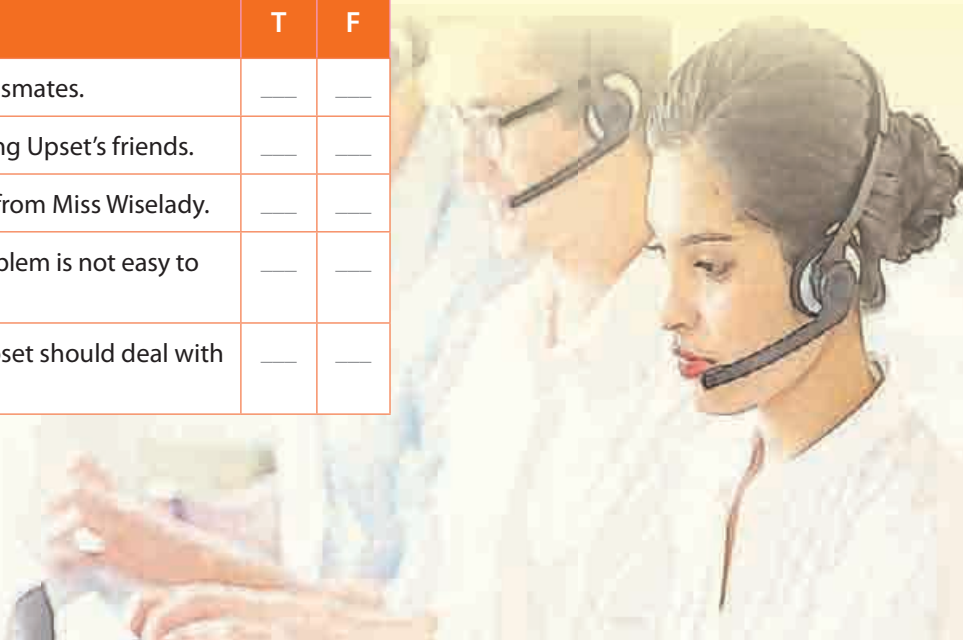
Well, that is a nasty problem. If you really wanted to do something, you could explain how you feel. Tell them that they should not go on with the gossip. But it might be too direct for some people. I suggest you try to keep away from it as much as possible. Keep quiet, or better still, just leave them if you are not comfortable with the topic of discussion.

Wiselady

**a** Underline the phrasal verbs in the letters and say what they mean.

**b** Decide whether the statements are true (T) or false (F).

	T	F
1. Upset doesn't love her classmates.	—	—
2. There is some gossip among Upset's friends.	—	—
3. Upset wants some advice from Miss Wiselady.	—	—
4. Miss Wiselady says the problem is not easy to solve.	—	—
5. Miss Wiselady suggests Upset should deal with the gossip directly.	—	—



## SKILLS

### Reading

- 1** Have Ss read the letters silently. T clarifies anything they do not understand. Choose Ss to read the letters aloud sentence by sentence. Correct their pronunciation. Then Ss do the exercise in pairs. T corrects as a class.

*Key:*

**a**

- found out: got information

- face up to: deal with

- go on with: continue

- keep away from: avoid

**b**

1. F

2. T

3. T

4. T

5. F

## Speaking

- 2** Talk in groups. Prepare a one-minute talk. Choose one of the following topics.

1. "The girl sitting in front of me in class keeps playing music during the lesson. She uses earplugs but I feel distracted and frustrated. What should I do?" Trung said. Give Trung some advice.



2. If you could visit one city in the world, what city would you like to see? Explain why.



3. Imagine you are going to take a group of foreigners to a place of interest in your area. Where would you take them? Talk about the place.



## Listening



- 3a** Listen to the conversation and answer the questions.

1. Where does Michelle live?
2. Where does Mike live?

- b** Listen again and complete the sentences.

1. I feel like \_\_\_\_\_ here.
2. And it seems kind of dangerous, especially \_\_\_\_\_.
3. We live in an apartment \_\_\_\_\_.
4. And we can enjoy all kinds of \_\_\_\_\_: cinemas, museums...

## Writing

- 4** Write a letter to your pen friend about your last visit to a craft village.

You can refer to the following:

time/date of your visit

people you went there with

the name of the village

the crafts it makes

what you saw there

your impression of the visit



.....

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## Speaking

- 2** Ss work individually first. Have them read all three situations and think of the one that interests them the most. Then they talk in groups. Give them a few minutes to prepare what they want to say. Encourage them to use the language they have learnt. Go around and give assistance if need be.

## Listening

- 3 a** Play the recording once. Ss listen and write their answers.

Play the recording again for Ss to check. Explain any difficult words if necessary.

**Key:** 1. In a (little) town. 2. In a city.

**b** Play the recording again once or twice, or as required. Ss write down the words/phrases as they hear them. T checks.

**Key:**

1. a stranger 2. at night 3. downtown 4. entertainment



### Audio script:

*Michelle:* Hi, Mike! How's it going?

*Mike:* Hi. I'm good, thanks. Are you still living in the same place?

*Michelle:* Yes, I'm still in that 'sleepy' little town. But you know, I enjoy living there. It's quiet, and everyone is friendly. I don't really like the city. I feel like a stranger here. And it seems kind of dangerous, especially at night.

*Mike:* Well, I live here in the city, as you know. We live in an apartment downtown. The city is big, and it doesn't feel as safe as a small town like yours. But I think the people here are pretty friendly. My neighbourhood is like a small town with its own stores, cafés, and restaurants ... and we can enjoy all kinds of entertainment: cinemas, museums ...

*Michelle:* OK, so then on weekends I should come into the city for all that.

*Mike:* OK. Sure!

## Writing

- 4** Before Ss write, brainstorm Ss' ideas about a craft village (or a place of interest they have been to if they haven't been to a craft village). Tell them to look at the cues given; note, they will need modifying slightly for a place of interest. Encourage them to use the words/phrases they have learnt in the units.

Give Ss time to do the writing task. Then have them swap their work with a partner to check before handing it in.

Collect their papers to check at home.

## GETTING STARTED

## Preserving the past

## THIS UNIT INCLUDES:

## VOCABULARY

Life in the past

## PRONUNCIATION

Stress on auxiliary verbs in sentences

## GRAMMAR

Used to: review

Wishes for the present

## SKILLS

- Reading for specific information about children's pastimes in the past
- Making comments on or expressing opinions about facts in the past
- Listening for specific information about school life in the past
- Writing a description of how children in the past studied without technology

## COMMUNICATION

Describing past practices



## 1 Listen and read.

**Father:** This is a present for you, son.

**Nguyen:** A kite! How cool! Thank you, dad.

**Father:** I made it for you, just like your grandfather used to make one for me.

**Nguyen:** Is it a family tradition?

**Father:** Yes, for generations.

**Nguyen:** I love it. So when you were a kid, what did you use to do for entertainment?

**Father:** Oh, it was all very simple back then. We didn't have television or the Internet. A mobile movie team used to come once every two months, and everyone from the village would be there. The children were always early, trying to get a place near the screen.

**Nguyen:** I suppose it was a special occasion, wasn't it?

**Father:** Sure.

**Nguyen:** I wish there were movie teams like that now.

**Father:** Yeah, it was a lot of fun.

**Nguyen:** Then how did you get to know about the world outside?

**Father:** We had the radio; actually, only wealthy people did. The whole village used to listen to the news programme through a loudspeaker.

**Nguyen:** Wow, I can't imagine that.

**Father:** I know. The world's changed a lot, son. It's much easier now.

**Nguyen:** Do you miss the past, dad?

**Father:** I suppose I do. Sometimes I wish I could go back to that time.

## Objectives:

By the end of this unit, students can:

- use the lexical items related to life in the past
- identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly
- use *used/didn't use* + *to*-infinitive to talk about past practices
- express wishes for the present
- read for specific information about children's pastimes in the past
- make comments on or express opinions about facts in the past
- listen for specific information about school life in the past
- write a description of how children in the past studied without technology

## GETTING STARTED

### Preserving the past

#### Introduction

Prepare some photos or magazine cut-outs about some common activities in the past (maybe twenty or thirty years ago) and at the present. Show them to Ss and let them group the pictures into the past or the present. Ask for an explanation of the groupings.

**1** Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

- *What do you think the people in the conversation are talking about?*
- *How do you understand the title 'Preserving the past'?*

Ss answer the questions as a class. Play the recording and have Ss follow along.

**a Read the conversation again and answer the questions.**

1. What is a tradition in Nguyen's family?
2. How often did the movie team come to the village?
3. What did the children use to do when the movie team came to the village?
4. Who in the village had a radio?
5. Does Nguyen's father miss the past? What did he say?

**b Match the expressions (1 - 4) from the conversation with their meanings (a - d). Can you add some more expressions with the same meaning?**

1. How cool!

a. expressing agreement

2. Sure.

b. expressing a wish

3. Wow, I can't imagine that.

c. expressing appreciation

4. I wish I could go back to that time.

d. expressing surprise

**c Choose suitable expressions from 1b to complete the short conversations.**

1. – Would you like to participate in this 'Preserving the past' project?  
– \_\_\_\_\_
2. – Marriages used to be arranged by parents.  
– \_\_\_\_\_
3. – I've finished my painting. Look!  
– \_\_\_\_\_
4. – Children used to play outdoors with things they found, like stones or feathers.  
– \_\_\_\_\_
5. – *The Time Machine* is a science fiction novel by H. G. Wells can take people back to the past.  
– \_\_\_\_\_
6. – It's a New Year tradition in Russia for people to take a bath in a hole which is dug in the ice.  
– \_\_\_\_\_

**2 Use the words/phrases in the box to complete the sentences.**

a. loudspeaker

b. technological changes

c. generations

d. traditions

e. events

f. a special occasion

1. A \_\_\_\_\_ is used to make the sound much louder so that many people can hear it from a distance.
2. Every country has its own customs and \_\_\_\_\_.
3. There is always a big gap between \_\_\_\_\_. The old sometimes find it difficult to understand the young.
4. People in the past were slower in accepting \_\_\_\_\_ than they are today.
5. Traditionally, weddings and funerals are considered important village \_\_\_\_\_ in Viet Nam.
6. A wedding is \_\_\_\_\_, not only for the bride and groom but also for other attendants as they can meet friends and relatives.

**3 In groups, brainstorm some of the past events and practices in your area. Make a list and present them to the class.**



- a** Ss work independently. Encourage them to answer the questions without looking back at the conversation. Then allow Ss to share answers. Check their answers as a class.

**Key:**

1. Fathers make kites for sons.
2. Once every two months.
3. They used to come early, trying to get a place near the screen.
4. Only wealthy households.
5. Yes, he does. He said: "Sometimes I wish I could go back to that time."

- b** Ask Ss to find the expressions in the conversation and read the context where they appear to make sure that they understand the meanings of the expressions correctly. Ss then do the matching. Correct the answers as a class. Ask Ss if they can think of some more expressions with the same meaning.

**Key:**

1. c      2. a      3. d      4. b

- c** Have Ss work independently to find the most suitable response to each item. Ss can then exchange their answers. T checks as a class and explains the answers where necessary.

**Key:**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Sure.                                | 2. I can't imagine that. | 3. How cool!             |
| 4. I wish I could go back to that time. | 5. How cool!             | 6. I can't imagine that. |

- 2** Make sure Ss understand the meaning of the words/phrases in the box. T can ask them to give some examples to show that they understand the phrase 'technological changes'. Ss then work independently to complete the sentences. Have them share their answers in pairs. Then elicit the answers from the whole class.

**Key:**

1. a      2. d      3. c      4. b      5. e      6. f

- 3** Have Ss work in small groups to come up with as many past events and practices in their areas as possible. Give the groups a time limit, for example, five minutes. Have them present the list they have made to the class. As a whole class, decide if these practices were specific to their region or neighbourhood or were also practised elsewhere.

**Example:** Women in Hue used to go swimming at the beach fully clothed, to wear palm leaf conical hats, to wear the traditional long dress whenever they went out, to stay at home as housewives, ...



## A CLOSER LOOK 1

### Vocabulary

#### 1 Match a verb in A with a word/phrase in B.

A	B
1. go	a. to drum music
2. collect	b. themselves
3. entertain	c. stories
4. dance	d. a diary
5. act out	e. your imagination
6. use	f. bare-footed
7. preserve	g. the post
8. keep	h. our traditions

#### 2 Use the newly-formed phrases in 1 with the verbs in their correct forms to complete the sentences.

- In my time, most girls \_\_\_\_\_ where they could write down their daily thoughts and feelings.
- 'Grandpa, how did the children in your village use to \_\_\_\_\_?' – 'They played games like tug of war, hide and seek, or flew their kites.'
- We should work together to \_\_\_\_\_. They are of great value to us.
- \_\_\_\_\_ and draw a picture of your dream house.
- Children are very creative. They are good at \_\_\_\_\_.
- A postman comes once a day to \_\_\_\_\_ from the post box.
- I love \_\_\_\_\_ on the beach and feeling the sand under my feet.
- The Lion Dance is usually performed at Mid-Autumn Festival, where the dancers skilfully \_\_\_\_\_.



#### 3 Choose a word/phrase from the box to complete the sentences.

illiterate      face to face      physical  
strict rules      street vendors      seniority

- Paying respect to people of \_\_\_\_\_ is a tradition in Viet Nam.
- Quite a large number of ethnic people in the mountains are still \_\_\_\_\_. They can't read or write.
- Eating from \_\_\_\_\_ is a popular habit of people in big cities in Viet Nam.
- There should be \_\_\_\_\_ on the roads to reduce the number of accidents.
- \_\_\_\_\_ punishment was common at schools in the past.
- I prefer talking \_\_\_\_\_ to talking on the phone.

#### 4 Complete the sentences with the right form of the words below.

tradition      habit      behaviour      practice

- It's never easy to break a bad \_\_\_\_\_.
- His bold \_\_\_\_\_ shocked everybody present.
- It runs as a \_\_\_\_\_ in Viet Nam that elderly grandparents and parents are taken care of by their children until they die.
- It was his \_\_\_\_\_ to take a nap after lunch.
- Using blackboards and chalk as the only teaching aid is still a common \_\_\_\_\_ in most developing countries.
- He could be fired for his rude \_\_\_\_\_ towards the VIP guest.

### REMEMBER!

**tradition:** an inherited way of thinking or acting

**habit:** what you frequently do

**behaviour:** the way in which one acts, especially towards others

**practice:** the actual application or use of an idea, belief, or method





## A CLOSER LOOK 1

### Vocabulary

- 1** Ask Ss to do the matching individually. Then allow them to share their answers with a partner. Check as a class.

**Note:** Ss might have difficulty with the meaning of 'act out stories', 'go bare-footed', and 'dance to drum music'. To check comprehension, T can ask Ss to mime activities to ensure everyone has a thorough understanding of the phrases.

**Key:**

1. f    2. g    3. b    4. a    5. c    6. e    7. h    8. d

- 2** Ss work individually or in pairs. Ask them to choose the correct answer for each sentence first. They then read the sentence carefully to determine the form and the tense of the verb. Check the answers as a class.

**Key:**

1. kept a diary    2. entertain themselves    3. preserve our traditions    4. Use your imagination  
5. acting out stories    6. collect the post    7. going bare-footed    8. dance to drum music

- 3** Have Ss work individually. Then they can exchange their answers with a partner. Check as a class. Now ask for volunteers, or select Ss, to make new sentences using these words and phrases. Let the rest of the class decide whether the sentence makes sense or not. Try to give lots of Ss a go, not just the ones who are the most extrovert in the class.

**Key:**

1. seniority    2. illiterate    3. street vendors  
4. strict rules    5. Physical    6. face to face

- 4** These words have similar meanings. Before doing the task, ask Ss to cover the **REMEMBER!** box and elicit the definitions if possible. Then allow them to read the definitions before doing the task. Have Ss read each sentence and decide what part of speech is missing from the sentence. For example, sentence 1 needs a noun because this word stands after article 'a'. They then complete all the sentences. Confirm the correct answers as a class.

**Key:**

1. habit    2. behaviour    3. tradition  
4. habit    5. practice    6. behaviour

## Pronunciation

Stress on auxiliary verbs in sentences

### REMEMBER!

An auxiliary verb combines with another verb to help form the tense, mood, voice, of the main verb. They are: *be, have, do, can, shall, will, may, must, need, used (to)*.



**5** Listen and underline the auxiliary verbs which are stressed. Then practise saying the sentences.

- Life will be improved in those remote areas.
- They can see the rain coming in from the west.
- You did make me laugh!
- He hasn't handed in his assignment.
- I don't like the idea of going there at night.
- Sam doesn't like fast food but I do.

### REMEMBER!

An auxiliary is not usually stressed.

**Example:** We'll start from here.

Does he like it?

However, an auxiliary will often be stressed when:

- it is emphasised.  
**Example:** I *have* done my homework.
- we add it to emphasise the main verb.  
**Example:** I *did* see him at the party.
- it comes at the end of the sentence.  
**Example:** I can't attend the meeting, but John *can*.
- it is negative.  
**Example:** He *isn't* coming.



**6** Underline an auxiliary if it is stressed. Then listen, check, and repeat the sentences.

- The men in my village used to catch fish with a spear.  
- Could you do that?  
- No, I couldn't.
- I have told you many times not to leave the door open.
- We're going to visit Howick, a historical village.
- You aren't going to the party? Is it because you can't dance?  
- I can dance. Look!
- I hope she doesn't do any damage to the car.  
- Don't worry. She does know how to drive.

## A CLOSER LOOK 2

### Grammar

Used to: review



**1** Read the conversation from GETTING STARTED and underline the examples of *used to* + infinitive. Then tick (✓) the correct answer.

We use *used to* and *didn't use to* + infinitive to talk about \_\_\_\_\_.

- an activity that happened only once in the past
- an activity that repeatedly happened in the past
- an activity that started in the past and continues to the present

**2** Use *used to* or *didn't use to* with the verbs from the box to complete the sentences.

be dye pull out spend kill transport

- In the countryside in Viet Nam, families \_\_\_\_\_ extended, i.e. three or more generations lived together in the same house.
- The farmers in my home village \_\_\_\_\_ rice home on trucks. They used buffalo-driven carts.
- In many places in the world, people \_\_\_\_\_ cloth with natural materials.
- Tuberculosis – TB – \_\_\_\_\_ a lot of people. It was a fatal disease.
- In some European countries, a barber \_\_\_\_\_ teeth as well as cut hair.
- My brother \_\_\_\_\_ his free time indoors. He went out a lot.



## Pronunciation

### Stress on auxiliary verbs in sentences

- 5** Ask Ss to note all the auxiliaries they find in the sentences first. Discuss with them which ones they think will be stressed. Play the recording. Ss listen and underline the stressed auxiliaries. They then repeat the sentences with a focus on the stressed ones.

Since Ss often see auxiliaries as unstressed, it is a good idea to give Ss some initial guidance from the **REMEMBER!** box under exercise **5** before they actually do the exercise.



#### Key + Audio script:

- |   |  |
|---|--|
| 1. Life will be improved in those remote areas.   | 4. He <u>hasn't</u> handed in his assignment.            |
| 2. They can see the rain coming in from the west. | 5. I <u>don't</u> like the idea of going there at night. |
| 3. You <u>did</u> make me laugh!                  | 6. Sam doesn't like fast food but I <u>do</u> .          |

**Note:** This exercise focuses only on stressed/unstressed auxiliaries. Sentences 1 and 2 contain no stressed auxiliaries.

- 6** Have Ss work individually to stress the auxiliaries. Ask them to refer to the **REMEMBER!** box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.



#### Key + Audio script:

1. - The men in my village used to catch fish with a spear.  
- Could you do that?  
- No, I couldn't.
2. I have told you many times not to leave the door open.
3. We're going to visit Howick, a historical village.
4. - You aren't going to the party? Is it because you can't dance?  
- I can dance. Look!
5. - I hope she doesn't do any damage to the car.  
- Don't worry. She does know how to drive.

## A CLOSER LOOK 2

### Grammar

#### Used to: review

- 1** Have Ss underline the sentences containing *used to/didn't use to* + infinitive in the conversation in **GETTING STARTED**. Ask them to choose the correct answer A, B, or C. T may write the rule on the board as a reminder for Ss as they do exercise **2**.

Key: **B**

- 2** Have Ss work individually. Then ask them to exchange their answers. Correct them as a class.

#### Key:

- |                 |                            |                        |
|-----------------|----------------------------|------------------------|
| 1. used to be   | 2. didn't use to transport | 3. used to dye         |
| 4. used to kill | 5. used to pull out        | 6. didn't use to spend |

**Note:** Dating back to the Middle Ages in many European countries, the 'Barber Shop', or the 'Barber Surgeon' not only cut and shaved hair but also performed teeth extraction and cupping.

## Wishes for the present

**3** Read the conversation from GETTING STARTED and underline the main verbs in the wish sentences. Then answer the questions.

1. Are the wishes for the present or the past?
2. What tense are the main verbs in the sentences?

### Look out!

We use the past simple when we make wishes for the present or future.

**Example:** I wish my friends spent less time playing computer games and more time outdoors.

We use the past continuous when we make wishes for something that we want to be happening right at this moment.

**Example:** My son wishes he were studying Marketing instead of Hospitality.

**Note:** After *wish*, we can use either *was* or *were* with *I/he/she/it*.



## 5 Make up wishes from the prompts.



I wish \_\_\_\_\_.



1. we/can communicate/animals

I wish \_\_\_\_\_.



2. no child/be suffering/hunger

I wish \_\_\_\_\_.



3. be playing/the beach

I wish \_\_\_\_\_.



4. there/be no more/family violence/the world

I wish \_\_\_\_\_.



5. I/go bushwalking/friends

I wish \_\_\_\_\_.



6. there/be/four seasons/my area

I wish \_\_\_\_\_.

**4** Tick (✓) if the sentence is correct. If the sentence is not correct, underline the mistake and correct it.

Sentences	Correct if necessary
1. I wish I knew how to paint on ceramic pots.	
2. I wish my mum will talk about her childhood.	
3. I wish I can learn more about other people's traditions.	
4. I wish everybody had enough food and a place to live in.	
5. I wish people in the world don't have conflicts and lived in peace.	
6. I wish everybody is aware of the importance of preserving their culture.	

### Wishes for the present

- 3** Ask Ss to read the conversation in **GETTING STARTED** again and look for sentences containing *wish*. Ask them to underline the main verbs in the sentences and answer the questions. Elicit the rule for the main verbs in the *wish* sentences for the present. Then have them read the **Look out!** box. T may write the rule on the board.

**Key:**

1. for the present
2. the past simple and past continuous

- 4** Have Ss do this exercise individually. They may refer to the rule on the board. T checks the answers as a class.

**Key:**

**Correct:** 1 and 4

**Incorrect:** 2. will → would

5. don't → didn't

3. can → could

6. is → was/were

- 5** Have Ss look at the prompts first and decide whether the sentence is a wish for the present/future or for something happening right at that moment. They then choose the appropriate tense for each sentence. Once they have done this, ask them to write out the sentences in full. If time allows, let Ss share their work with their partner. T checks as a class.

**Key:**

1. I wish we could communicate with animals.
2. I wish no child was/were suffering from hunger.
3. I wish I was/were playing on the beach.
4. I wish there was/were/would be no more family violence in the world.
5. I wish I was/were going bushwalking with my friends.
6. I wish there were four seasons in my area.

# COMMUNICATION

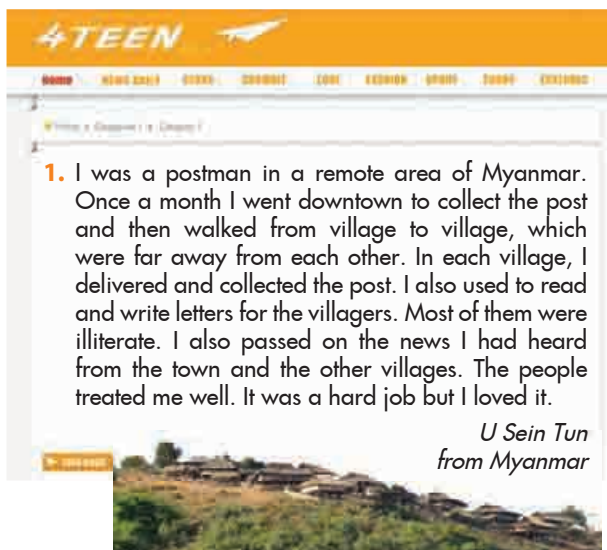
**1a** Look at the introduction to the competition that was launched on the 4Teen website. Discuss the questions.

1. What do you think is the purpose of the *Looking Back* competition?
2. Who do you think sent in the stories to the competition?
3. What do you think the stories below are about?

**b** Read the stories and see if your answers are correct.

## LOOKING BACK

The *Looking Back* competition has received thousands of stories from all over the world. Here are the two we would like to share with you.




**4TEEN**

Home News Daily Sports Showbiz Love Fashion Sport Funny Features

1. I was a postman in a remote area of Myanmar. Once a month I went downtown to collect the post and then walked from village to village, which were far away from each other. In each village, I delivered and collected the post. I also used to read and write letters for the villagers. Most of them were illiterate. I also passed on the news I had heard from the town and the other villages. The people treated me well. It was a hard job but I loved it.

*U Sein Tun  
from Myanmar*




**4TEEN**

Home News Daily Sports Showbiz Love Fashion Sport Funny Features

2. My mother came from Baffin Island. She used to live in an igloo: a domed house built from blocks of ice. The house had only one room for all the generations: grandparents, parents, brothers, unmarried sisters, and sometimes other relatives. Everyone worked together to survive the Arctic winter. Men went out hunting while women stayed at home making clothes and preparing food. When they had to travel far, they rode on dogsleds. At night they used to entertain themselves by telling and acting out stories. They danced to drum music too.

*Akycha from Canada*



## Extra vocabulary

downtown      remote      igloo  
domed          Arctic

**2** Read the stories and find the words which mean:

### Story 1

1. not able to read or write: \_\_\_\_\_
2. tell: \_\_\_\_\_
3. behave towards (somebody): \_\_\_\_\_



### Story 2

4. a cubed chunk: \_\_\_\_\_
5. to live in difficult conditions: \_\_\_\_\_
6. a vehicle that travels over snow: \_\_\_\_\_



**3** What do YOU think?

Work in groups. Discuss the questions.

1. Why did the postman have to walk from village to village?
2. Why were most villagers illiterate?
3. Why did the people in Baffin Island use ice blocks to build their houses?
4. Why did each house have only one room?

**4** Which responses relate to which story?

1. It must be incredible travelling by dogsled. I wish I could do it.

2. The job was hard but worthwhile. I respect him for what he did.

3. Unbelievable! How could they stand the cold?

4. I hope they are now able to get more information from the outside world.

5. Was it possible for them to grow crops?

Story 1: \_\_\_\_\_

Story 2: \_\_\_\_\_

**5** Work in groups. Work out a story for the *Looking Back* competition.

Decide:

- what aspect of life you want to talk about
- how it was practised
- if you wish it would still be practised

Then present it to your class.



## COMMUNICATION

- 1 a** T can start this session by writing 'Looking Back' on the board and leading Ss through the discussion of the questions. Encourage Ss to give any or all ideas. There are no wrong answers at this stage.
- b** Before Ss read the passages, check their understanding of the words in the **Extra Vocabulary** box by drawing simple pictures, giving definitions or examples of usage. Have Ss read the passages individually as quickly as possible. Then refer to their answers in **1 a** and see if their guesses are correct.
- 2** Have Ss read the definitions and look for the words in each story. They may do this individually or in pairs.

**Key:**

1. illiterate      2. pass on      3. treat (someone)      4. block      5. survive      6. dogsled

- 3** This task encourages Ss to use their critical thinking skills to find explanations for the questions. Ss will consequently gain a deeper understanding of what life was like for these people.
- Have Ss work in groups. Encourage them to use their imagination and background knowledge to explain some information from the stories. Ss then share their opinions with the class. T acts as a facilitator.

**Suggested answers:**

1. It was difficult to reach the villagers on the mountain./There were no other means of transport available.
2. There was no school in the villages./The nearest school might be too far away.
3. There were no other materials available in that deserted land./There were no easy means to transport materials from other places to the island.
4. It was impossible to build a big house with several rooms in the ice and snow./People felt safer living in communal groups.

- 4** Have Ss work in groups to match the responses with the stories. Ask them to underline the key words in the responses which help them do the matching.

**Key:**

**Story 1:** 2, 4

**Story 2:** 1, 3, 5

- 5** Ask Ss to work in small groups and work out a story of their own. Make sure Ss include the necessary information in the story as suggested in the task. Each group then presents the story to the class. The rest of the class can ask questions about the topic.

# SKILLS 1

## Reading



### 1 Think.

1. How different is the way teenagers entertain themselves nowadays compared to the past?
2. What do you think might be the biggest difference?

### 2 Read the conversation between Phong and his mother, and answer the questions.

**Phong:** Mum, how did you use to entertain yourself when you were a teenager?

**Mother:** Well, kids in my days did a lot of physical activities in the fresh air: playing football, riding bikes, flying kites... We used nature as our playground. We also spent a lot of time with each other, playing and talking face to face, not on a screen like today.

**Phong:** It sounds nice, actually.

**Mother:** Yes. And this lifestyle kept us healthy and in shape. We didn't know about obesity. Girls didn't worry about getting fat and going on a diet.

**Phong:** Didn't you eat out with your friends?

**Mother:** No, we mostly ate at home. Sometimes we just had a snack from a street vendor.

**Phong:** I like street food. And did you watch much TV?

**Mother:** Only wealthy households had a TV. Instead, we read a lot. Unlike watching television, you had to use your imagination when you read. Ah! Now I remember – I used to keep a diary.

**Phong:** A diary? What did you write in it?

**Mother:** Lots of things: events, feelings, my private thoughts... you know.

**Phong:** Nowadays we just post them on Facebook.

**Mother:** I know. Life has changed so much, my darling.

1. Where did teenagers in the past use to play?
2. How did they communicate with each other?
3. What was the advantage of this lifestyle?
4. Where did they mostly eat?
5. What did Phong's mother say about reading?
6. Did teenagers in the past publicise their emotions?

## Speaking

### 3 Discuss in groups: What do you think about teenagers' pastimes in 2?

#### Example:

**Pastime:** riding a bicycle

**Response A:** I love it. I wish I could do it more often.

**Response B:** I think it's inconvenient, especially when it rains. I prefer a fitness centre.



#### Pastimes:

1. doing physical activities in the fresh air
2. using nature as your playground
3. meeting and talking face-to-face
4. reading
5. keeping a diary

### 4 Work in groups.

**What do you think about these habits which have been long practised by children in Viet Nam? Would you like to preserve them? Why/Why not?**

1. hand-written homework
2. playing traditional games like hide and seek, elastic-band jumping, skipping, and catch the chickens
3. crossing one's hands in the front and bowing when you greet a person of seniority
4. obeying your parents/teachers without talking back

## REMEMBER!

When you express your opinion, you can use:

*In my opinion, ...*

*I think/believe...*

*I totally agree...*

*I'm afraid I can't agree (with) ...*

*I'm sorry but I have to say that...*



## SKILLS 1

### Reading

- 1** Brainstorm how teens entertained themselves in the past compared to the present. Make notes of the activities in two lists and leave them on the board while the class reads the conversation in **2**.
- 2** Have Ss read the conversation individually and answer the questions. Check Ss' answers as a class. Ask Ss to show where the information for each answer appears.

**Key:**

- 1.** They used to play outdoors, in the fresh air.
- 2.** They met and talked face-to-face.
- 3.** It kept them healthy and in shape.
- 4.** At home.
- 5.** You had to use your own imagination.
- 6.** No, they didn't.

### Speaking

- 3** Ask Ss to read the example in **3** and the expressions for opinions and comments in the **REMEMBER!** box at the bottom of the page. Once they are clear about what they have to do, they can read each pastime in the list and discuss what they think about it in groups of three or four. T should move around the groups and offer guidance.
- 4** Apart from expressing an opinion on a practice in the past, Ss have to decide whether they would like to keep the practice alive and explain why.  
Allow Ss some time to read the practices, make their decision, and think of the reasons for their choice. They can then start their discussion. T moves around the class to facilitate the discussions. If something interesting is expressed, T may wish to bring the whole class together to discuss it.

## SKILLS 2

### Listening



- 1** An old man is talking about his school days. Listen and decide if the statements are true (T), false (F), or not given (NG).

Statements	T	F	NG
1. The school had classes for different age groups.			
2. All the subjects were taught by one teacher.			
3. Some students didn't wear shoes to school.			
4. Students didn't have exams because they would cost too much.			
5. Students could talk to their teacher whenever they wanted to.			
6. The teacher didn't give students any homework.			

- 2** Listen again and fill the blanks with the correct information.

- Number of students: \_\_\_\_\_.
- Some students went to school \_\_\_\_\_.
- Lessons focused on: reading, writing, \_\_\_\_\_ and \_\_\_\_\_.
- The school was small but it had \_\_\_\_\_.
- The students had no homework, no \_\_\_\_\_.

### Writing

- 3** Make a list of the facilities you are using for your studies nowadays. Then tick (✓) the one(s) you think was/were not available about twenty years ago.

Present facilities for studies:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- 4** Choose one facility which was not available twenty years ago and write a short description of how students in the past studied without that facility.

In your writing, you should include:

- what facility it is
- what it is used for
- how students did the job in the past when they didn't have it
- how you feel about the change

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SKILLS 2

### Listening

- 1** Ask Ss to look at the old photo and read the introduction to the listening and the questions. T may even decide to do a prediction task by asking Ss to guess if each statement is true or false before listening. T then plays the recording and Ss tick (✓) the answers. T can play the recording at least twice. Elicit the answers from Ss. Ask them to explain their answers. Confirm the answers as a class.

**Key:**

1. F      2. T      3. T      4. NG      5. F      6. T

- 2** Have Ss read the questions first to determine which information they need to fill the blanks. Ss then listen to the recording again and write their answers. T checks the answers as a class.

**Key:**

1. 15      2. bare-footed      3. maths, history (in any order)  
4. strict rules      5. extra classes



**Audio script:**

I went to a village school. In fact, there was only one classroom for 15 students of different ages, both boys and girls, and one teacher who taught everything. The school didn't have a name, so we just called it 'our school'. We used to walk to school. Some children went bare-footed.

At school we learnt to read and to write. We also learnt a little maths and history. There were no science lessons, and we didn't have exams, either.

Although our school was small, it had strict rules. We had to behave ourselves. We stood up and bowed to greet our teacher at the start of every lesson. We could talk only when we were allowed to. However, we had no homework and no extra classes. I had a lot of time to play outside and to help my parents in the house. I loved my school and those school days.

### Writing

- 3** Ss may work in groups of three or four. Together they make a list of the facilities they are using for their studies. They then tick the ones they think were not available about twenty years ago. T may have the groups write their lists on board. Leave the list there for **4**.
- 4** Ss work individually, referring to the framework while they are writing. If time allows, T can ask some Ss to share their writing with the class.

**Sample writing:**

It is most likely that students twenty years ago were not able to enjoy the Internet in their studies. That's why it took them a lot of time, energy, and even money, to do a project that we can now easily complete in one or two days.

For example, when being asked to write an assignment about past habits, the students had to go to the library, look for books on the topic, read the books, and hand-write any information that they thought was useful for their assignment. They would also have to meet with some old people and talk to them about the past. At home, they had to hand-write their assignment, possibly with a lot of erasing and rewriting of the first draft. After finishing the draft, they had to write a clean copy on another piece of paper for submission.



# LOOKING BACK

## Vocabulary

**1** Choose the best answer A, B, or C to complete the sentences.

- The children in my home village used to go \_\_\_\_\_, even in winter. Now they all have shoes.  
A. on foot      B. bare-footed      C. playing around
- There is usually a \_\_\_\_\_ gap between the old and the young, especially when the world is changing so fast.  
A. generation      B. value      C. age
- Every nation has respect for their long-preserved \_\_\_\_\_.  
A. behaviours      B. practices      C. traditions
- In Viet Nam, \_\_\_\_\_ often refers to age and social position, not to wealth.  
A. seniority      B. tradition      C. generation
- Giving lucky money to the young and the old at Tet is a common \_\_\_\_\_ in many Asian countries.  
A. behavior      B. practice      C. tradition

**2a** Match the verbs in A with their definitions in B.

A	B
1. act out	a. bring together
2. preserve	b. perform
3. collect	c. bring enjoyment
4. entertain	d. no longer exist
5. die out	e. keep alive

**b** Use the verbs in A in their correct forms to complete the sentences.

- Small children like listening to and \_\_\_\_\_ stories.
- Hand-writing a letter is a pastime that is beginning to \_\_\_\_\_. I'm already beginning to miss it.
- Should we try to \_\_\_\_\_ every custom or tradition which is in danger of dying out?
- He's \_\_\_\_\_ data for his book *Values in the Past*.
- She often \_\_\_\_\_ her children by telling them stories and acting them out.

## Grammar

**3** Write true sentences about the practice of the following things in the past, using *used to* and *didn't use to*.

- men/bread winner of the family  
→ \_\_\_\_\_
- women/go to work  
→ \_\_\_\_\_
- people/travel/on holiday  
→ \_\_\_\_\_
- families/be/nuclear  
→ \_\_\_\_\_
- people/make *banh chung* at Tet/themselves  
→ \_\_\_\_\_
- children/play outdoor games  
→ \_\_\_\_\_

**4** Read these situations and write wishes you want to make for them.

- Your village does not have access to clean piped water.  
I wish \_\_\_\_\_.
- Your school is on the other side of a river, and you have to cross the river by boat twice a day to school.  
I wish \_\_\_\_\_.
- There is no organisation for social activities for teenagers in your town.  
I wish \_\_\_\_\_.
- You are interested in basketball but you are not tall enough for the sport.  
I wish \_\_\_\_\_.
- In your area, there are only two seasons: dry and wet. You love autumn and spring.  
I wish \_\_\_\_\_.

**5** Look at the picture and finish the boy's wishes.



- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.

## LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

## Vocabulary

**1** Have Ss complete this exercise individually. Check their answers as a class.

Key: 1. B                      2. A                      3. C                      4. A                      5. B

**2 a** Ss work individually. They can then check with their partner. Confirm the correct answers.

Key: 1. b                      2. e                      3. a                      4. c                      5. d

**b** Have Ss complete this exercise individually. Check their answers as a class.

Key: 1. acting out                      2. die out                      3. preserve                      4. collecting                      5. entertains

## Grammar

**3** Ss complete this task independently or in pairs. Discussion may sometimes be necessary to decide if a thing was/was not practised in the past. Only then can they form the correct answers. Check as a class.

**Suggested answers:**

1. Men used to be the bread winner of the family.
2. Women didn't use to go to work.
3. People didn't use to travel on holiday.
4. Families didn't use to be nuclear.
5. People used to make *banh chung* at Tet themselves.
6. Children used to play outdoor games.

**4** Have Ss complete the exercise independently. Have them share their wishes with the class.

**Suggested answers:**

1. I wish my village had access to clean piped water.
2. I wish there was/were a bridge over the river, so we did not have to cross the river by boat twice a day to school.
3. I wish there was/were an organisation for social activities for teenagers in my town.
4. I wish I was/were tall enough to play basketball.
5. I wish there were four seasons in my area./ I wish we had spring and autumn in my area.

**5** Encourage Ss to use their imagination and work out wishes for the situation. Have them share their answers with the class.

**Suggested answers:**

1. I wish it would stop raining.
2. I wish the wind weren't blowing so hard.
3. I wish the sun were shining.
4. I wish I were sitting in a warm house.

## Communication

### 6 Rearrange the sentences to make a meaningful conversation.

1. Mai, are you going to the Tet flower market with us this afternoon?
2. We used to. But this year my mother wants to bring back some traditions.
3. Interesting! I'll come.
4. I'm sorry I can't. I'm making candied fruits.
5. Wow... That's time-consuming and it requires a lot of patience. My family buys it.
6. Certainly! And we can learn how to make *banh chung* too. My father will teach us.
7. She said that if we didn't do it, our customs and traditions would die out.
8. Oh, I see. Can I join you?
9. Why?

Order: 1 \_\_\_\_\_

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use the lexical items related to life in the past</li> <li>• identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly</li> <li>• use <i>used/didn't use</i> + <i>to</i>-infinitive to talk about past practices</li> <li>• express wishes for the present</li> <li>• read for specific information about children's pastimes in the past</li> <li>• make comments on or express opinions about facts in the past</li> <li>• listen for specific information about school life in the past</li> <li>• write a description of how children in the past studied without technology</li> </ul>			

## PROJECT

### PRESERVING THE PAST

Life has changed a lot over the past 50 years, and there are many good pastimes and traditions which seem to be dying out. Work in groups and

- search for a past tradition or pastime which you highly appreciate
- give reasons why you like it
- work out a plan to help preserve it

Then make a poster presenting your ideas and share it with your class.



## Communication

- 6 Ss work in pairs or small groups to complete the exercise. Check as a class. Then they can practise the conversation with their best pronunciation and fluency.

**Key:**

**Order:** 1-4-5-2-9-7-8-6-3

### Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

## PROJECT

### Preserving the past

This project aims to encourage Ss to do more research about the past with a focus on traditions and habits which are dying out.

Divide Ss into groups of four to five and instruct them on what they have to do. Encourage them to interview previous generations – either members of their family or neighbours. Tell them to

- choose the pastime they most appreciate and would most like to preserve
- explain their choice
- work on a plan of how they can help to preserve it

Have Ss present their posters in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.



## GETTING STARTED

### A trip to Hue City



1 Listen and read.



#### THIS UNIT INCLUDES:

##### VOCABULARY

Words to describe wonders of Viet Nam

##### PRONUNCIATION

Stress on short words in sentences

##### GRAMMAR

Passive voice: Impersonal passive  
suggest + V-ing/clause with *should*

##### SKILLS

- Reading for specific information about a man-made wonder of Viet Nam
- Talking about man-made wonders of Viet Nam and how to protect and preserve them
- Listening for specific information about a natural wonder of Viet Nam
- Writing an article describing a wonder of Viet Nam

##### COMMUNICATION

Describing a wonder of Viet Nam

**Veronica:** Guess what? I'm going to Hue City next week.

**Mi:** That's great! Are you excited?

**Veronica:** Very! You've been there, haven't you?

**Mi:** Yes, I have. Three times, actually. It's an amazing place. How are you getting there?

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train. You can meet people and see a lot of beautiful sights from the train.

**Veronica:** That sounds better. And do you know any good places to stay in Hue City?

**Mi:** I'd recommend the Romance Hotel. I can give you the address if you like.

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Veronica:** Hmm, that's good to know. So what are the things we shouldn't miss – any good museums?

**Mi:** Er no, don't bother going to the museums. There are much better things to see there. You should definitely see the Royal Citadel. It's said that this complex of monuments is one of the wonders of Viet Nam. In fact, it's listed as a UNESCO World Heritage Site.

**Veronica:** Yes, that's what I've heard. So what else is worth seeing?



## Objectives:

By the end of this unit, students can:

- use the lexical items to describe wonders of Viet Nam
- identify in which situations to stress short words (*a, of, or*, etc.) in sentences and say these sentences correctly
- use the impersonal passive and the verb *suggest* + *V-ing*/clause with *should*
- read for specific information about a man-made wonder of Viet Nam
- talk about man-made wonders of Viet Nam and how to protect and preserve them
- listen for specific information about a natural wonder of Viet Nam
- write an article describing a wonder of Viet Nam

## GETTING STARTED

### A trip to Hue City

#### Introduction

Before Ss open their books, review the previous unit by asking two or three Ss to come to the board, each writing a sentence of wishes for the present and future. Invite comments and corrective feedback from the rest of the class if necessary.

Write the Unit title on the board 'Wonders of Viet Nam'. Elicit any information Ss know about wonders of Viet Nam by asking about the wonders that they have visited or heard about.

Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

- 1** Play the recording. Ss listen and read along. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension.

Ask Ss questions about the picture:

e.g. *Where are Mi and Veronica? What may they be talking about?*

T may ask Ss to guess what the bridge in the picture is and where it is. T may also ask Ss to talk about the wonders they have visited or heard about from the news, on television, or the radio, or from their friends.

- 'Have you ever visited a wonder of Viet Nam?'
- 'What is it?', 'Where is it?'
- 'What is special about it?'

**a** Read the conversation again and fill in each gap with no more than three words.

- Veronica's family is going to \_\_\_\_\_ next week.
- Mi has been to Hue City \_\_\_\_\_ times.
- Veronica's father suggested they should \_\_\_\_\_.
- Mi suggested going by train because Veronica's family can meet people and see a lot of \_\_\_\_\_.
- Mi suggested Veronica should \_\_\_\_\_ to get around Hue City.
- In Mi's opinion, Veronica shouldn't go to \_\_\_\_\_.

**b** Read the conversation again and find the expressions Veronica and Mi use to *ask for*, *make*, and *respond to recommendations*.

Asking for recommendations	Making recommendations	Responding to recommendations
	I suggest going by train.	

**2a** Write the responses below into the correct columns.

- It's probably best to go by train.
- It's well worth seeing.
- Don't drink the water.
- Thanks, that's really useful.
- I wouldn't eat anything that's sold in the street.
- It isn't really worth seeing.
- You really must go to Agra.
- What about places outside Hue City?
- Have you got any other tips?

Asking for recommendations	Making recommendations		Responding to recommendations
	Recommending things	Not recommending things	

**b** Match sentences (1-4) to sentences (a-d) to make exchanges. Then practise the exchanges with a partner.

1. Do you know any good places to eat?	a. Er no, don't bother buying things there. They're too expensive.
2. I wouldn't eat anything that's sold in the street. You can easily get ill.	b. I'd recommend a place called Shanti – the food there is delicious.
3. Is there anything else worth visiting?	c. Yes, that's what I've heard.
4. And what about souvenirs?	d. There's Gia Long Tomb. That's well worth a visit.

**3a** Below are some places of interest in Viet Nam. Write them under the pictures.

a. Ha Long Bay

b. Phong Nha Cave

d. One Pillar Pagoda

c. Po Nagar Cham Towers

e. Saigon Notre-Dame Cathedral

f. Cuc Phuong National Park



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

**b** Now put them in the correct columns.

Natural wonders	Man-made wonders

**4** Work in pairs. Ask and answer questions about some wonders of Viet Nam.

*Example:*

- A: I'm travelling around Viet Nam next week. Can you recommend a good place to visit?  
 B: Ha Long Bay. It's one of the wonders you can't miss.  
 A: Ha Long Bay? Where is it?  
 B: It's in Quang Ninh province.  
 A: Is it a natural wonder?  
 B: Yes, it is.

**a** First, have Ss work independently. Then allow them to share their answers before discussing as a class.

**Key:** 1. Hue City 2. three  
3. go by air 4. beautiful sights  
5. use rickshaws 6. the museums

**b** Tell Ss to refer to the conversation to find the expressions. Practise saying the expressions (play the recording again as a model if necessary). Pay attention to intonation when asking for, making, or responding to recommendations.

**Key:**

Asking for recommendations	Making recommendations	Responding to recommendations
<ul style="list-style-type: none"> <li>- And do you know any good places to stay in Hue City?</li> <li>- What's the best way to get around?</li> <li>- So what are the things we shouldn't miss – any good museums?</li> <li>- So what else is worth seeing?</li> </ul>	<ul style="list-style-type: none"> <li>- I suggest going by train.</li> <li>- I'd recommend The Romance Hotel.</li> <li>- It's probably best to use rickshaws.</li> <li>- Er no, don't bother going to the museums.</li> <li>- You should definitely see the Royal Citadel.</li> </ul>	<ul style="list-style-type: none"> <li>- That sounds better.</li> <li>- Hmm, that's good to know.</li> <li>- Yes, that's what I've heard.</li> </ul>

**2 a** Have Ss work independently. Then allow them to share their answers before playing the recording for them to check. Play the recording for Ss to repeat the phrases. T may remind Ss to pay attention to the intonation.

**Key:**

Asking for recommendations	Making recommendations		Responding to recommendations
	Recommending things	Not recommending things	
<ul style="list-style-type: none"> <li>- What about places outside Hue City?</li> <li>- Have you got any other tips?</li> </ul>	<ul style="list-style-type: none"> <li>- It's well worth seeing.</li> <li>- It's probably best to go by train.</li> <li>- You really must go to Agra.</li> </ul>	<ul style="list-style-type: none"> <li>- Don't drink the water.</li> <li>- I wouldn't eat anything that's sold in the street.</li> <li>- It isn't really worth seeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Thanks, that's really useful.</li> </ul>

**b** Ss work independently to do the matching. Allow them to share their answers before giving comments, and make any corrections. Ask Ss to work in pairs, practising the exchanges. T may go around to provide help.

**Key:** 1. b 2. c 3. d 4. a

**3 a** First, have Ss work in pairs to match the names of the places of interest to the pictures. Then check with the whole class. T may ask Ss to say the names of these places of interest in Vietnamese and where they are situated.

**Key:** 1. b 2. c 3. e  
4. a 5. f 6. d

**b** Ss do the exercise individually and then compare their answers with a partner. Check the answers with the whole class.

Natural wonders	Man-made wonders
<ul style="list-style-type: none"> <li>• Ha Long Bay</li> <li>• Phong Nha Cave</li> <li>• Cuc Phuong National Park</li> </ul>	<ul style="list-style-type: none"> <li>• Po Nagar Cham Towers</li> <li>• One Pillar Pagoda</li> <li>• Saigon Notre-Dame Cathedral</li> </ul>

**4** Model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Note that weaker Ss can stick very closely to the model by substituting the names of different wonders in the conversation. However, it's good to encourage more able Ss to create their own versions of the conversation. Call on some pairs to practise in front of the class, remembering that this is a fluency stage and correction should be reserved for the end and kept to a minimum so as not to deter Ss from taking risks with the language.

# A CLOSER LOOK 1

## Vocabulary

**1** Write the words with the correct pictures.

- |           |              |              |
|-----------|--------------|--------------|
| A. cavern | B. limestone | C. fortress  |
| D. tomb   | E. citadel   | F. sculpture |



1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_

**2** Fill in each blank with a suitable adjective from the box.

geological	located/situated	picturesque
astounding	administrative	

- The hotel is beautifully \_\_\_\_\_ in a quiet spot near the river.
- It is a quiet fishing village with a \_\_\_\_\_ harbour.
- The original size of the Forbidden City is \_\_\_\_\_ - it's hard to believe.
- This book is about \_\_\_\_\_ features of Viet Nam.
- Ha Noi is the \_\_\_\_\_ centre of our country.

**3a** Match the nouns in A to the definitions in B.

**A**

**B**

1. setting

a. a general word for a building of any kind

2. complex

b. the place where something is and the general environment around it

3. structure

c. an acceptance that something exists, is true, or is valuable

4. measures

d. a group of connected buildings that are designed for a particular purpose

5. recognition

e. official actions that are done in order to achieve a particular aim

**b** Now use the nouns in **3a** to complete the sentences.

- This \_\_\_\_\_ has been standing since the 15th century.
- The government must take \_\_\_\_\_ to preserve historical sites in the area.
- I like a hotel in a beautiful \_\_\_\_\_ of landscaped gardens.
- The Imperial Citadel of Thang Long is a \_\_\_\_\_ that consists of royal palaces and monuments.
- There is a growing \_\_\_\_\_ that protecting natural wonders has financial benefits as well as cultural importance.



## Pronunciation

Stress on short words in sentences

**4** Listen and repeat, paying attention to the words in red in each pair of sentences.

- A: This is **a** solution, but not the only one.  
B: Attempts to find **a** solution have failed.
- A: I'm fond **of** bananas.  
B: Bananas are what I'm fond **of**.
- A: It's not trick **and** treat; it's trick **or** treat.  
B: I need Peter **and** Mary **or** John **and** Nick to help me.
- A: It's good **but** expensive.  
B: You shouldn't put '**but**' at the end of the sentence.

## A CLOSER LOOK 1

### Vocabulary

- 1** Ask Ss to do the exercise independently. Then have them share their answers with one or more partners. T may ask for translation of the nouns in the box to check their understanding. With a stronger class, ask Ss to find some real-life examples of the nouns in the box.

**Key:** 1. B                      2. D                      3. A                      4. E                      5. C                      6. F

- 2** Ss work independently and then share their answers with one or more partners. T may ask for translation of some adjectives to check their understanding.

**Key:** 1. located/situated                      2. picturesque                      3. astounding  
4. geological                      5. administrative

- 3 a** Ss work in pairs to match the nouns to the definitions. Allow them to share their answers before checking with the whole class. T may ask for translation of the nouns in the box to check their understanding. With a stronger class, ask Ss to make some example sentences with these words.

**Key:** 1. b                      2. d                      3. a                      4. e                      5. c

- b** Have Ss complete the sentences individually, using the phrases in **3a**. Then have some of them read out their answers before checking as a class.

**Key:** 1. structure                      2. measures                      3. setting                      4. complex                      5. recognition

### Pronunciation

#### Stress on short words in sentences

- 4** Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the words in red in each sentence are stressed or not. T may play the recording as many times as necessary.



#### Audio script:

1. **A:** This is **a** (S) solution, but not the only one.  
**B:** Attempts to find **a** (W) solution have failed.
2. **A:** I'm fond **of** (W) bananas.  
**B:** Bananas are what I'm fond **of** (S).
3. **A:** It's not trick **and** (S) treat; it's trick **or** (S) treat.  
**B:** I need Peter **and** (W) Mary **or** (W) John **and** (W) Nick to help me.
4. **A:** It's good **but** (W) expensive.  
**B:** You shouldn't put '**but**' (S) at the end of the sentence.



## A CLOSER LOOK 2

### REMEMBER!

Short words like articles (*a, an, the*), conjunctions (*and, or*), and prepositions (*at, of, to*) are usually unstressed or in the weak form. However, we use these short words in the strong form in the following cases:

- when the short words are used at the end of sentences.

**Example:**

What are you playing *at*?

Mary is the person I'm looking *for*.

- when the short words are used for emphasis and contrast.

**Example:**

This is *the* place to eat.

It's not *a* solution, but *the* solution.

- when the short words are used for citation.

**Example:**

You shouldn't put '*and*' at the end of the sentence.



- 5 Read the mini-talks and underline the short words (*for, the, from, and, but, at, of, to*) you think use the strong form. Then listen and check.**

**Example:**

A: Who are you looking for?

B: Peter is the person I'm looking for.

- A: Where are you from?  
B: I'm from Ha Noi.
- A: Can you come and check this paragraph for me?  
B: It's OK but you shouldn't use 'and' at the beginning of the paragraph.
- A: Did you ask her to join our group?  
B: I've asked her several times but she doesn't want to.
- A: Is this letter from Peter?  
B: No, the letter is to him, not from him.

- 6 Work in pairs. Practise the mini-talks in 5.**

### Grammar

#### The impersonal passive

- 1 a Read part of the conversation. Pay attention to the underlined part.**

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Form: *It + to be + past participle + that + S + V***

**Can you find another example of the impersonal passive in the conversation?**

- b When do we use the impersonal passive? Can you think of any rules?**

We use the impersonal passive to express other people's opinions. It can be used with reporting verbs, including *say, think, believe, know, hope, expect, report, understand, claim*, etc.

**Example:**

Active	Passive
People think he is a great teacher.	It is thought that he is a great teacher.
People say she works 16 hours a day.	It is said that she works 16 hours a day.
They reported that two people had been injured in the accident.	It was reported that two people had been injured in the accident.

- 2 Complete the sentences using the correct passive form of the verbs in brackets. The first one has been completed for you.**

- (know) It is known that Ha Long Bay was recognised as a World Heritage Site by UNESCO in 1994.
- (believe) \_\_\_\_\_ the best time to visit the complex of Hue Monuments is in April.
- (report) \_\_\_\_\_ thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.
- (claim) \_\_\_\_\_ Phong Nha – Ke Bang can be compared to a huge geological museum.
- (understand) \_\_\_\_\_ Binh Dai Fortress was designed to control movement on the Perfumed River.
- (expect) \_\_\_\_\_ the government will have measures to protect and preserve our man-made wonders.

Read through and explain the rule in the **REMEMBER!** box and ask some Ss to give some examples of the cases where the short words (*a, of, the, etc.*) are used in the strong form.

- 5** First, ask Ss to work in pairs to practise reading aloud the mini-talks and decide in which sentences the short words are stressed. Then play the recording. Ss listen and underline the stressed words. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.



**Key + Audio script:**

- |  |  |
|--|--|
| 1. A: Where are you <u>from</u> ?  | 3. A: Did you ask her to join our group?                         |
| B: I'm from Ha Noi.  | B: I've asked her several times but she doesn't want <u>to</u> . |
| 2. A: Can you come and check this paragraph for me?                                | 4. A: Is this letter from Peter?                                 |
| B: It's OK but you shouldn't use ' <u>and</u> ' at the beginning of the paragraph. | B: No, the letter is <u>to</u> him, not <u>from</u> him.         |

- 6** Ss practise the mini-talks in pairs. T may go around to provide help. Call on some pairs to practise the mini-talks in front of the class. Correct their pronunciation if necessary.

## A CLOSER LOOK 2

### Grammar

#### The impersonal passive

- 1 a** First, ask Ss to study part of the conversation from **GETTING STARTED**. Draw Ss' attention to how to form the impersonal passive by analysing the underlined part and the rule. Then ask some more able Ss to give some examples to illustrate. Next, ask Ss to read the conversation in **GETTING STARTED** again and underline another impersonal passive that they can find. Ask them to share their findings with a partner before checking with the whole class.

**Key:** It's said that this complex of monuments is one of the wonders of Viet Nam.

- b** First have Ss cover up the yellow box in **1b** and try to work out the usage themselves for this structure. Accept all their ideas. Now uncover the box and allow Ss to analyse the rule and the examples in the box. Then ask some Ss to give some more examples to check understanding.
- 2** Ss complete the sentences independently. Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. Give comments and make any correction if necessary.

**Key:**

- It is believed that the best time to visit the complex of Hue Monuments is in April.
- It is reported that thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.
- It is claimed that Phong Nha - Ke Bang can be compared to a huge geological museum.
- It is understood that Binh Dai Fortress was designed to control movement on the Perfumed River.
- It is expected the government will have measures to protect and preserve our man-made wonders.

**3 Here are some things we hear about Po Nagar Cham Towers. Write sentences about it using the impersonal passive.**

1. Po Nagar Cham Towers were built in the 8<sup>th</sup> century by the Cham people in central Viet Nam.
2. The Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. The Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. A sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. In the 17<sup>th</sup> century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

**suggest + V-ing/clause with should**

**4 a Read part of the conversation. Pay attention to the underlined part.**

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train.

After the verb *suggest*, we can use *V-ing* or a clause with *should*:

- S + *suggest* + *V-ing*
- S + *suggest* + (*that*) + S + (*should*) + bare infinitive

**b When do we use suggest + V-ing/clause with should? Can you think of any rules?**

We use *suggest* + *V-ing/clause* with *should* to tell someone our ideas about what they should do, where they should go, etc.

**Example:**

I suggest that we should go out to eat.  
I suggested going in my car.

**REMEMBER!**

We can also use *suggest* + *V-ing/clause* with *should* to report someone's ideas about what someone else should do, or what they should do themselves.

**Example:**

- Her mother suggested going to see the doctor.
- The government suggested closing a number of primary schools.
- The professor suggested that the students should read a number of books before the exam.

**5 Write answers to the following questions using suggest + V-ing/clause with should and the prompts in brackets. Then practise them with your partner. The first one has been completed for you.**

1. **A:** Have you thought of recycling?  
**B:** I suggest recycling things such as bags, cans, and bottles (recycle things such as bags, cans, and bottles).
2. **A:** What should we do to protect and preserve our man-made wonders?  
**B:** I suggest \_\_\_\_\_ (the government/limit/the number of visitors/every day).
3. **A:** What should we do to conserve forests?  
**B:** \_\_\_\_\_ (control/deforestation).
4. **A:** What should we do to protect valuable things in pagodas and temples?  
**B:** \_\_\_\_\_ (put/these valuable things/in high-security places).
5. **A:** What should we do to restore our aging man-made wonders?  
**B:** \_\_\_\_\_ (raise/money).
6. **A:** What should we do to prevent global warming?  
**B:** \_\_\_\_\_ (reduce/smoke/exhaust fumes).

**6 a Work in pairs. Tell your partners what they should do in the following situations, using suggest + V-ing/clause with should.**

- Your bicycle has been stolen.
- You have lost your way in the city centre.
- You have left your workbook at home.
- Your laptop isn't working.
- You have forgotten to bring your wallet when going shopping.

**Example:**

- A:** Oh no! My bicycle has been stolen. What should I do now?  
**B:** I suggest calling the police./I suggest you should call the police.

**b Now report your partner's ideas to another partner.**

**Example:**

I asked B what I should do when my bicycle had been stolen. He suggested calling the police/I should call the police.



- 3** Ss write the sentences independently, then compare them with one or more partners. Ask some Ss to say their sentences aloud. Give comments, and make any correction if needed.

**Key:**

1. It is claimed that Po Nagar Cham Towers were built in the 8th century by the Cham people in central Viet Nam.
2. It is said that the Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. It is believed that the Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. It is understood that the Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. It is known that a sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. It is thought that in the 17th century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

**suggest + V-ing/clause with should**

- 4 a** Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined part. Then explain to Ss the structures used with the verb *suggest* and ask them to make some examples to illustrate.
- b** Ask Ss to study the rules in the box. Draw Ss' attention to the use of the verb *suggest* by analysing the examples in the box in **4b** and the **REMEMBER!** box. Then ask some able Ss to give some more examples.
- 5** Ask Ss to do the grammar exercise individually. Remind them to refer to the box in **4b** and the **REMEMBER!** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

**Key:**

2. I suggest the government *should limit/limiting* the number of visitors every day.
3. I suggest we *should control/controlling* the deforestation.
4. I suggest we *should put/putting* these valuable things in high-security places.
5. I suggest we *should raise/raising* some money.
6. I suggest we *should reduce/reducing* smoke and exhaust fumes.

- 6 a** First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.
- b** Ask Ss to work in pairs, reporting their previous partners' ideas to the new ones. Then T may ask some Ss to report their previous partners' ideas to the whole class.

# COMMUNICATION

## What's What?

### Extra vocabulary

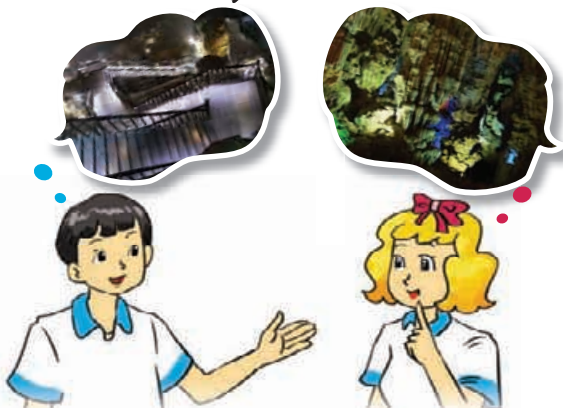
proper name  
spectacular

contestant  
round (in a game)

**1** Listen to the radio programme from *4Teen*. Then decide whether the following statements are true (T) or false (F).

1. The MC will read out five sentences that describe one of the wonders of Viet Nam.
2. The MC won't mention the proper names of any place in her description.
3. The players have to work out where the wonder is and whoever gives the correct answer first wins.
4. If any player can give the correct answer before the MC finishes reading out all the sentences, he/she is the winner and gets a special gift.
5. If any player gives the incorrect answer before the MC finishes reading out all the sentences, he/she is still allowed to continue the game.

**2** Listen to the next part of the radio programme. Then fill in the gaps with the words/numbers you hear.



**Ann:** First sentence: it's a natural wonder in the (1) \_\_\_\_\_ part of our country. Duong, do you want to risk the answer?

**Duong:** Yes, it's easy. That's Phong Nha Cave.

**Ann:** No, sorry that's incorrect. So you're out of this round, Duong!

**Duong:** Oh dear!

**Ann:** Second sentence: it's a spectacular cave located (2) \_\_\_\_\_ metres above sea level near the west branch of a highway. Do either of you have the answer, Mary and Linda?

**Mary:** No, not yet.

**Linda:** Not me.

**Ann:** OK, so I will continue with the third sentence. It's situated in a national (3) \_\_\_\_\_.

**Linda:** Is it Stone Cave in Kien Giang?

**Ann:** No, Kien Giang isn't in the centre of the country, Linda. So we have only one person, Mary, still in the game now.

**Mary:** So nervous!

**Ann:** And the fourth sentence: the cave was (4) \_\_\_\_\_ by a local man in 2005.

**Mary:** I know. It must be Thien Duong or (5) \_\_\_\_\_ Cave in Quang Binh.

**Ann:** Correct, Mary! Congratulations! You gave the correct answer before I read out the sixth sentence, so you win this round of the game and get a special gift.

**3** Write six sentences that describe one of the wonders of Viet Nam you know.

.....

.....

.....

.....

.....

.....

**4** Work in groups. Play the game 'What's What?'.





## COMMUNICATION

### What's What?

#### Introduction

Before Ss open their books, ask them to brainstorm any game shows they know on TV or on the radio. Make a list on the board. Ask Ss to choose which game show they think is the best and explain their choice. Tell Ss they are going to listen to a game show called 'What's What?' and then have a go themselves.

Help Ss understand the meanings of the words in the **Extra vocabulary** box by using examples, definitions, or even translations.

- 1 Ask Ss to read the instruction carefully and remind them to remember the key words in the statements. Play the recording and ask Ss to decide whether the statements are true (T) or false (F). Elicit the answers from Ss and write them on the board. Have them correct the false statements where applicable. Play the recording again for Ss to check the answers.

**Key:** 1. F 2. T 3. F 4. T 5. F



#### Audio script:

**Ann:** Welcome to our game show called 'What's What?'. Please welcome our three guests Mary, Linda, and Duong who will be taking part in the game today.

**Mary, Linda, and Duong:** Good evening, everyone!

**Ann:** Now, the rules of the game are simple. I will read out six sentences that describe one of the wonders of Viet Nam, either natural or man-made. This description won't include the proper names of any places. My three contestants have to work out what the wonder is. Whoever gives the correct answer first is the winner.

**Duong:** Sounds easy.

**Ann:** Well, let's see... you are the winner and get a special gift if you can give the correct answer before I finish reading out all six sentences. But if you give the incorrect answer, you're out of that round of the game.

**Mary:** Exciting!

**Ann:** Now, do all of you understand how to play the game?

**Mary, Linda, and Duong:** Yes.

**Ann:** OK, then let's play 'What's What?!'

- 2 First, have Ss read the next part of the radio programme and guess what the missing word for each gap in the conversation is. Then play the recording. The first time, ask Ss to close their books and listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers. T may ask Ss to read the conversation again, paying attention to the meaning of the words/phrases: *proper name, contestant, spectacular, round*.

**Key:** 1. central 2. 200 (two hundred) 3. park  
4. discovered 5. Paradise



#### Audio script:

**Ann:** First sentence: it's a natural wonder in the central part of our country. Duong, do you want to risk the answer?

**Duong:** Yes, it's easy. That's Phong Nha Cave.

**Ann:** No, sorry that's incorrect. So you're out of this round, Duong!

**Duong:** Oh dear!

**Ann:** Second sentence: it's a spectacular cave located 200 metres above sea level near the west branch of a highway. Do either of you have the answer, Mary and Linda?

**Mary:** No, not yet.

**Linda:** Not me.

**Ann:** OK, so I will continue with the third sentence. It's situated in a national park.

**Linda:** Is it Stone Cave in Kien Giang?

**Ann:** No, Kien Giang isn't in the centre of the country, Linda. So we have only one person, Mary, still in the game now.

**Mary:** So nervous!

**Ann:** And the fourth sentence: the cave was discovered by a local man in 2005.

**Mary:** I know. It must be Thien Duong or Paradise Cave in Quang Binh.

**Ann:** Correct, Mary! Congratulations! You gave the correct answer before I read out the sixth sentence, so you win this round of the game and get a special gift.

- 3 Ask Ss to work individually, each writing six sentences that describe one of the wonders of Viet Nam they know. Remind them not to let anyone know their sentences.
- 4 Ask Ss to work in groups of four or five to play the game 'What's What?' T goes around the groups to provide help.



# SKILLS 1

## Reading

- 1** Read an article about the Perfume Pagoda. Look at the words in the box, then find them in the text and underline them. What do they mean?

vast  
backdrops

pilgrims  
reign

theme



Perfume Pagoda is a religious site as well as being a great sight-seeing spot in Viet Nam. It is situated in Huong Son Commune, My Duc District, Ha Noi. It is a vast complex

of Buddhist temples and shrines, including Den Trinh (Presentation Shrine) and Thien Tru (Heaven Kitchen) Pagoda, in the limestone Huong Tich mountains. The centre of this complex is the Perfume Temple, also called Chua Trong (Inner Temple), located in Huong Tich Cavern. It is thought that the first temple was built on the current site of Thien Tru in the 15th century during the reign of Le Thanh Tong. Over the years some of its structures which were in ruins have been restored or replaced.

Many Vietnamese works of literature, both old and modern, have made Perfume Pagoda their focus. It has also provided backdrops for many famous paintings. Its beauty has been used as a theme of many famous songs and a topic of lyric poetry. Nowadays during its festival (from the middle of January to the middle of March on the lunar calendar), Perfume Pagoda attracts large numbers of pilgrims from all over Viet Nam.

- 2** Read the article again and answer the questions.

- Where is the Perfume Pagoda located?
- What does the complex of the Perfume Pagoda include?
- Where is the centre of this complex located?
- What is special about the beauty of the Perfume Pagoda?
- Who visits the Perfume Pagoda during its religious festival?

## Speaking

- 3** Work in pairs. Below are some of the things that have caused damage to the man-made wonders of Viet Nam. Put them in order of seriousness. Give your reasons. Can you add any more?

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | a. Many roads, hotels, factories, etc., have been built around man-made wonders.                               |
| <input type="checkbox"/> | b. Too many tourists visit man-made wonders every day.   |
| <input type="checkbox"/> | c. Local governments don't have long-term measures to protect man-made wonders from severe weather conditions. |
| <input type="checkbox"/> | d. Recent restorations have changed the original structure of some man-made wonders.                           |
| <input type="checkbox"/> | e. Many valuable things have been stolen from man-made wonders.  |

- 4a** Work in pairs. Use the ideas in **3** to suggest ways to protect and preserve the man-made wonders of Viet Nam.

*Example:*

A: It is reported that many of our man-made wonders have been damaged. What should we do to protect and preserve them?

B: I suggest that we should limit the number of tourists visiting them every day.

A: That's a good idea. I'd like to suggest raising money to restore and preserve them...



- b** Report your best ideas to the class.

*Example:*

We suggested limiting the number of tourists who can visit these important sites per day.

## SKILLS 1

### Reading

#### Introduction

Before Ss open their books, ask them to work in groups to discuss the question: 'What condition are the man-made wonders of Viet Nam in right now?' Here are some ideas:

- in good condition
  - safe
  - restored
  - protected against people and nature
- in bad condition
  - unsafe
  - in ruins, falling down
  - unprotected against people and nature

**1** Ask Ss to scan the article to find the words: *vast*, *pilgrims*, *theme*, *backdrops*, and *reign*. Help Ss work out the meanings of these words from the context.

- *vast* (adj) = *extremely large in area, size, amount, etc.*
- *pilgrim* (n) = *a person who travels to a holy place for religious reasons*
- *theme* (n) = *the subject or main idea in a talk, piece of writing, or work of art*
- *backdrop* (n) = *the general scene in which an event takes place*
- *reign* (n) = *the period during which a king, queen, emperor, etc. rules*

**2** T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they find the information that helps them to answer the questions. Ss can compare their answers with a partner before discussing them as a class.

**Key:**

1. It is located in Huong Son Commune, My Duc District, Ha Noi.
2. It includes Den Trinh (Presentation Shrine), Thien Tru (Heaven Kitchen) Pagoda, and the Perfume Temple.
3. The centre of this complex, the Perfume Temple, also known as Chua Trong (Inner Temple), is located in Huong Tich Cavern.
4. Its beauty has been used as a theme of many famous songs and a topic of lyric poetry.
5. Pilgrims from all over Viet Nam do.

### Speaking

**3** First, ask Ss to work in pairs, to put the things that have caused damage to the man-made wonders of Viet Nam in order of seriousness. T may go around to provide help. After Ss finish, call on some pairs to report their choices and give the reasons for them.

**4 a** Ask Ss to work in pairs, and use the ideas in **3** to suggest ways to protect and preserve the man-made wonders of Viet Nam. Go round to provide help.

**b** Have the representative of each pair in turn report their best ideas to the whole class. Give comments and make any correction if necessary.

## Listening

- 1** Listen to what a tourist says about Ha Long Bay and decide whether the following statements are true (T) or false (F).

	T	F
1. More tourists have chosen to visit Ha Long Bay since UNESCO's recognition of its natural beauty.		
2. There are 1,696 islands concentrated in the southeast and the southwest.		
3. Thien Cung, Dau Go, Sung Sot, and Tam Cung are at the centre of the islands.		
4. People who are interested in history should visit Van Don Island, Poem Mountain, and the Bach Dang River.		

- 2** Listen again and complete the data chart.

Name	Ha Long Bay
Location	(1) _____ region of Viet Nam
Reasons for choosing the place	<ul style="list-style-type: none"> <li>- a magical place</li> <li>- recognised by (2) _____</li> <li>- its rich history and (3) _____ setting</li> </ul>
Main features of the place	<ul style="list-style-type: none"> <li>- like a work of art</li> <li>- 1,969 islands in two main (4) _____: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay)</li> <li>- wonderful (5) _____ in Ha Long Bay: Thien Cung, Dau Go, Sung Sot, and Tam Cung</li> <li>- one of the places where humans first existed</li> </ul>
Comments and feelings about the place	It is truly unforgettable thanks to its long history and (6) _____ natural beauty.

## Writing

- 3** Have you or a family member visited a wonder of Viet Nam? Make notes about it in the table below. Alternatively, you can write about a wonder of Viet Nam you have read about.

Name	
Location	
Reasons for choosing the place	
Main features of the place	
Comments and feelings about the place	

### REMEMBER!

When we write a passage describing a place, we usually write four parts.

- In the first part, we give the name and location of the place and the reason for choosing it.
- In the second and third parts, we describe the main features or aspects of the place. We should describe what we can see and do there.
- In the fourth part, we write our comments and feelings about the place.



- 4a** Use your notes in **3** to write a short article describing a wonder of Viet Nam.

- b** Swap articles with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final article to the class.

## SKILLS 2

### Listening

- 1** Ask Ss to read the instruction carefully and remind them to underline the key words in the statements. Play the recording and ask Ss to decide whether the statements are true or false. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

**Key:** 1. T 2. F 3. T 4. T



#### Audio script:

It is said that Ha Long Bay is a magical place, attracting more tourists than ever since UNESCO's recognition of this beautiful spot. It is situated in the northeast region of Viet Nam. With its rich history and picturesque setting, Ha Long Bay is the perfect destination for any tourist.

Ha Long Bay is one of the most extraordinary natural wonders you will ever see. Viewed from any angle, Ha Long Bay looks like a work of art. It has 1,969 islands concentrated in two main zones: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay). At the centre of the islands, there are wonderful caverns, such as Thien Cung, Dau Go, Sung Sot, and Tam Cung.

For those interested in history, a visit to Van Don Island, Poem Mountain, and the Bach Dang River is a must. It is now known that Ha Long was one of the places where humans first existed.

Don't miss out on a visit to Ha Long Bay. With its long history and astounding natural beauty, it is truly unforgettable.

- 2** Ss work in pairs to discuss the missing word for each gap from the information they have heard in **1**. Play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

**Key:**

1. northeast 2. UNESCO 3. picturesque 4. zones 5. caverns 6. astounding

### Writing

- 3** Ask Ss to make notes about a wonder of Viet Nam that they or their family members have visited in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

- 4 a+b** First, have Ss study the guidelines on how to write a passage describing a place in the **REMEMBER!** box.

Set up the writing activity. Ss should use their notes in **3** and the notes in the **REMEMBER!** box to help them to structure their writing. T can also help them get started by writing the opening sentence on the board, based on the audio script:

*It is said that [wonder] is a [adjective] place ...*

Ask Ss to write the first draft. T may go around to comment or provide help. Then have Ss write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the work on the wall/noticeboard. Other Ss and T give comments. Ss edit and revise their writing for homework.

# LOOKING BACK

## Vocabulary

**1 Match adjectives (1-5) in column A to definitions (a-e) in column B.**

A

1. located

2. picturesque

3. astounding

4. geological

5. administrative

B

a. so surprising that it is difficult to believe

b. in a particular position or place

c. relating to the work of managing a country or an institution

d. pretty and unchanged by time

e. relating to the rocks that make up the Earth's surface

**2 Underline the correct word in each sentence.**

1. A *fortress/cathedral* is a building that has been made stronger and protected against attack.
2. From Port Eynon, the *cement/limestone* cliffs extend for five or six miles to Worms Head.
3. A *cavern/bay* is a cave that is big enough for humans to go inside.
4. Hue's most outstanding attractions are the emperors' *tombs/graves*.



**3 Use the words from the box to complete the sentences.**

setting      complex      structure  
measures      recognition

1. The new leisure \_\_\_\_\_ includes a swimming pool, a sauna, and a gym.
2. There are \_\_\_\_\_ in place to reduce the damage to man-made wonders.
3. Hoi An town gained UNESCO's \_\_\_\_\_ as a World Heritage Site in 1999.
4. The pagoda is located in a rural \_\_\_\_\_.
5. The \_\_\_\_\_ has been restored over the years.

## Grammar

**4 Rewrite the following sentences using the impersonal passive.**

1. They expect more than 100,000 people will attend the festivals at the Perfume Pagoda this year.  
\_\_\_\_\_
2. People have reported that Thien Duong is the longest cave in Viet Nam.  
\_\_\_\_\_
3. People believe the Perfume Pagoda was built during the reign of Le Thanh Tong in the 15th century.  
\_\_\_\_\_
4. People say Ha Long Bay is one of the most extraordinary natural wonders you will ever see.  
\_\_\_\_\_
5. People hope many defensive measures will be taken to protect and preserve our man-made wonders.  
\_\_\_\_\_

**5 Imagine four bad things that happened to you yesterday, and ask your partner what you should do in each situation.**

*Example:*

- A: I failed the English test. What should I do?  
B: I suggest you should watch more TV in English.

## Communication

**6 In pairs, make travel suggestions using the prompts and respond to them.**

Prompts	Responses
It's well worth going to the...	That's good to know.
You should definitely see the...	Yes, that's what I've heard.
Don't bother buying...	Thanks, that's really useful.
It's probably best to go by...	That sounds good/better.
You really must go to...	

*Example:*

- A: It's well worth going to the Perfume Pagoda. It's very picturesque.  
B: Yes, that's what I've heard.



## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T see how far Ss have progressed, and which areas need further practice.

The questions in **LOOKING BACK** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did on each question and use that information when filling in the self-assessment.

## Vocabulary & Grammar

For **1**, **2**, **3**, and **4**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

**Key:**

**1**

1. b                      2. d                      3. a                      4. e                      5. c

**2**

1. fortress              2. limestone              3. cavern              4. tombs

**3**

1. complex              2. measures              3. recognition              4. setting              5. structure

**4**

1. It is expected that more than 100,000 people will attend the festivals at the Perfume Pagoda this year.
2. It has been reported that Thien Duong is the longest cave in Viet Nam.
3. It is believed that the Perfume Pagoda was built during the reign of Le Thanh Tong in the 15th century.
4. It is said that Ha Long Bay is one of the most extraordinary natural wonders you will ever see.
5. It is hoped that many defensive measures will be taken to protect and preserve our man-made wonders.

- 5** Ask Ss to work individually to write down four bad things that happened to them yesterday. Then have Ss discuss with a partner what they should do in each situation. Remind them to use the verb *suggest* to tell their ideas about what their partners should do in each situation.

## Communication

- 6** Model this activity with a more able student. Ask Ss to work in pairs, one student using prompts in the box to make suggestions and another responding to them. T may have Ss refer to how to make and respond to suggestions or recommendations in **GETTING STARTED**. Go around to provide help. Call on some pairs to practise in front of the class.

**7 Choose A-F to complete the following conversation. Practise the conversation with your partner.**

- A.** In Delhi it's probably best to use rickshaws. They're quicker than taxis, and quite cheap.
- B.** Er no, don't bother going to the museums. There are much better things to see in Delhi. You should definitely see the Red Fort, in Old Delhi - it's vast.
- C.** And to travel to other cities I'd recommend the trains. They're a lot safer than the buses, especially at night.
- D.** Sure. What do you want to know?
- E.** Yes, I have, actually. It's an amazing place.
- F.** There are lots of good hotels in Connaught Place - that's right in the centre of New Delhi. The place I always stay in is called The Raj Hotel. I can give you the address if you like.

**Phong:** Mi, you've been to Delhi, haven't you?

**Mi:** (1) \_\_\_\_\_.

**Phong:** Oh, good. I'm going there next week. Maybe you can give me some tips.

**Mi:** (2) \_\_\_\_\_.

**Phong:** Well, firstly, do you know any good places to stay in?

**Mi:** (3) \_\_\_\_\_.

**Phong:** Great, thanks. And what's the best way to get around?

**Mi:** (4) \_\_\_\_\_.

**Phong:** OK.

**Mi:** (5) \_\_\_\_\_.

**Phong:** Hmm, that's good to know. So what are the things I shouldn't miss - any good museums?

**Mi:** (6) \_\_\_\_\_.

**Phong:** Right. Is there anything else worth visiting?

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items to describe wonders of Viet Nam</li> <li>identify in which situations to stress short words (<i>a, of, or</i>, etc.) in sentences and say these sentences correctly</li> <li>use the impersonal passive and the verb <i>suggest</i> + V-ing/clause with <i>should</i></li> <li>read for specific information about a man-made wonder of Viet Nam</li> <li>talk about man-made wonders of Viet Nam and how to protect and preserve them</li> <li>listen for specific information about a natural wonder of Viet Nam</li> <li>write an article describing a wonder of Viet Nam</li> </ul>			

## PROJECT

**1 Read this promotional brochure about a man-made wonder of Viet Nam.**

Welcome to the Complex of Hue Monuments, one of the most remarkable sites in and around Hue City!

You will certainly be impressed with the structures of the Complex of Hue Monuments which are carefully placed within the natural setting of the site. It's well worth visiting its central structure, the Hue Citadel, which was an administrative centre of southern Viet Nam during the 17<sup>th</sup> and 18<sup>th</sup> centuries. You should definitely see all the royal palaces inside the Hue Citadel, such as the Imperial Residence, the Hoang Thanh (Imperial City), etc.

The Complex of Hue Monuments is a must for all lovers of history. The Complex of Hue Monuments is a remarkable

example of the construction of a complete defended capital city in the early years of the 19<sup>th</sup> century. You can visit Binh Dai Fortress, a defensive structure in the northeast, which was designed to control movement on the river. If you have enough time, you should also visit Tran Hai Thanh fortress, which was constructed to protect the capital against attacks from the sea.

Don't miss out on a visit to the Complex of Hue Monuments. Its long history and astounding structures will make your trip unforgettable.

## The Wonders Of Viet Nam!



**2 Find a photo or draw a picture of a wonder of Viet Nam you have visited. Create a similar promotional brochure about it.**

**3 Organise an exhibition of posters you have made among your group or class members. Vote for the best.**

- 7** First, ask Ss to do the task individually to choose the sentences (A-F) to complete the conversation. Then ask them to check their answers with a partner. Confirm the correct answers. Ask Ss to practise the conversation with their partner.

**Key:**

1. E

2. D

3. F

4. A

5. C

6. B

### **Finished!**

Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

## **PROJECT**

### **The wonders of Viet Nam!**

- 1** Ask Ss to read the brochure about the Complex of Hue Monuments and point out what information should be included in a brochure about a place of interest.
- 2** Ask each group to choose one of the wonders of Viet Nam they have visited and design a brochure about it. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.
- 3** When Ss have finished their brochures, T asks them to display their leaflets on the wall/noticeboard. T may choose some of the brochures and ask Ss to give comments. Finally, ask the whole class to vote for the best.



## GETTING STARTED

## Our school in the past

## 1 Listen and read.

**Duong:** Can you believe it's the school's 60<sup>th</sup> anniversary?

**Phuc:** I know! I really like the photo exhibition. It's fascinating to see how the school used to look.

**Duong:** Right! The photos explain a lot about our school in the past.

**Tom:** Look – these two pictures were taken in 1970.

**Phuc:** Wow, that long ago? The school looks more like thatched houses with paddy fields all around. You can see there were only a few classrooms and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

**Tom:** Ha... the students in this picture are wearing rubber sandals and straw hats.

**Nhi:** Hey, and these pictures were taken in 1985. Look at the broken tiled roof and wooden window frames... and some of them are missing.



## THIS UNIT INCLUDES:

## VOCABULARY

Transport systems, family groups, and school life then and now

## PRONUNCIATION

Sentences with all the words stressed

## GRAMMAR

Past perfect: review

Adjective + to-infinitive

Adjective + *that*-clause

## SKILLS

- Reading for general and specific information about the tram system in Ha Noi then and now
- Talking about changes in transport in the neighbourhood and expressing opinions about these changes
- Listening for general and specific information about life in an extended family
- Writing about some qualities a person needs to get along in an extended family

## COMMUNICATION

Talking about some changes in Viet Nam

**Duong:** Yes, I can't imagine how those students could study in such poor conditions!

**Phuc:** Right! Things have improved considerably now. We have everything... comfortable classrooms, learning facilities like computer rooms...

**Nhi:** Yeah, we also have nice uniforms and proper shoes. We're much luckier these days... But, I'm not sure our grades are better...

## Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present
- identify in which situations to stress all the words in sentences and say these sentences correctly
- use the past perfect correctly
- use the structure adj + *to*-infinitive and adj + *that*-clause correctly
- read for general and specific information about the tram system in Ha Noi then and now
- talk about changes in transport in the neighbourhood and express opinions about these changes
- listen for general and specific information about life in an extended family
- write about some qualities a person needs to get along in an extended family

## GETTING STARTED

### Our school in the past

#### Introduction

Before Ss open their books, review the previous unit by asking them to play a game. Form two teams of Ss. Ask the two teams to join the game.

T prepares pictures or a slideshow of wonders (including caverns, fortresses, tombs, citadels, sculptures, monuments, palaces, etc.) and shows the pictures one by one. Each time, the team that can call out the right word denoting the wonder shown wins a point. The game stops when all pictures/photos have been shown. The team with more points wins.

- 1 Write the words *Past* and *Present* on the board and ask Ss to give another expression for the phrase. When they have given the phrase *Then* and *Now*, ask them to look at the picture and the heading **Our school in the past** and ask them some questions:

- *Who can you see in the picture?*
- *Where do you think they are?*
- *Is there anything in the small pictures on the wall related to past and present?*

Ss give their answers as a class. T can write their ideas on the board.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue.



**a** Put a word/phrase from the box under each picture.

thatched house   facilities   tiled roof  
trench   rubber sandals   photo exhibition



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**b** Find a word in the conversation that means:

1. celebration of an important year
2. very interesting
3. not there
4. situations
5. got better
6. real

**c** Read the statements and decide whether the information is true (T) or false (F), or not given (NG).

1. The school was founded at the beginning of the 20th century.
2. The school was initially surrounded by paddy fields.
3. During the 1970s, the students were well dressed.
4. The students in the 1980s learnt better than in the 1970s.
5. The school now is much better equipped.

**d** Read the conversation again and answer the questions.

1. When does the conversation take place?
2. Why does Phuc say the photo exhibition is fascinating?
3. What was unusual about the school in 1970?
4. How was the school in 1985?
5. What can the students learn from the photo exhibition?

## REMEMBER!

When we want to describe changes, we can use adjectives to modify nouns and adverbs to modify verbs:

Adjectives	Adverbs
dramatic	dramatically
considerable	considerably
significant	significantly
slight	slightly
gradual	gradually

**Example:**

- There have been *considerable* changes in the last decade.
- Our environment has been *gradually* polluted.



**2** Complete each sentence with a word from the REMEMBER! box which has the same meaning as the words in brackets.

1. There have been \_\_\_\_\_ differences in the country's policies as compared to two years ago. (minor)
2. The traffic system in Ha Noi has been \_\_\_\_\_ upgraded over the last ten years. (suddenly and to a great degree)
3. Vietnamese people's lives have been \_\_\_\_\_ improved. (enough to make a difference)
4. There have been \_\_\_\_\_ changes in the way people work. (quite large)
5. There has been a \_\_\_\_\_ increase in people's income over the last ten years. (little by little)

**3** Interview your teacher about the features of your school when she/he started teaching here. Then use the information provided to talk about the changes to your school.

- a** Ss work in pairs to label the pictures with the words given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

**Key:**

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| 1. trench           | 2. tiled roof     | 3. facilities     |
| 4. photo exhibition | 5. rubber sandals | 6. thatched house |

- b** Have Ss work independently. Ss find the words with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

**Key:**

- |                |                |            |               |             |           |
|----------------|----------------|------------|---------------|-------------|-----------|
| 1. anniversary | 2. fascinating | 3. missing | 4. conditions | 5. improved | 6. proper |
|----------------|----------------|------------|---------------|-------------|-----------|

- c** Ss read the dialogue again to do this exercise. Ss exchange their answers with a classmate. Ask for Ss' answers as well as the explanation for their choices. Write the correct answers on the board.

**Key:**

- |   |      |
|---|------|
| 1. F (It was founded in the 1960s.)             | 2. T |
| 3. F (They wore rubber sandals and straw hats.) |      |
| 4. NG   | 5. T |

- d** Ask Ss to do the exercise without reading the conversation again. Ss compare their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Call on some Ss to give the answers.

**Key:**

1. The conversation takes place on the school's 60<sup>th</sup> anniversary.
2. Because it explains a lot about how the school was in the past.
3. There were trenches outside the classrooms.
4. The roof was made of tiles and some tiles were broken. The window frames were made of wood and some of them were missing.
5. They can learn that they are lucky to have such great learning facilities nowadays.

- 2** Have Ss read the **REMEMBER!** box individually. Then go through the points as a class and see if any Ss can make sentences using these adjectives and adverbs. Afterwards, ask Ss to work individually on the gap-fill exercise. Check the answers as a class.

**Key:**

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. slight       | 2. dramatically | 3. significantly |
| 4. considerable | 5. gradual      |                  |

- 3** Now ask Ss to think about their own school's history. First, have pairs write a couple of questions about the school in the past that they would like to ask T. Then, as a whole class T can answer questions from Ss about the school when she/he started teaching. The aim is to generate a short discussion. Now have Ss work in small groups to talk about the changes to the school. Ask them to use the adjectives and adverbs in **REMEMBER!** box. T can tell Ss that they can talk about:

- + the school principal and school teachers
- + the school playground
- + the library
- + the computer room
- + the classroom

# A CLOSER LOOK 1

## Vocabulary

**1** Put one word/phrase under each picture.

underpass      flyover      skytrain  
elevated walkway      tunnel      tram



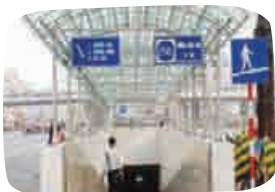
1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

**2** Fill in each blank with a suitable word from **1**, making them plural where necessary.

- Hai Van \_\_\_\_\_ is 6.28 km long.
- Thanks to the \_\_\_\_\_, pedestrians can be much safer.
- A \_\_\_\_\_ is a bridge that carries one road over another one.
- The railroad track that runs overhead is known as a \_\_\_\_\_.
- A road or path that goes under another road or railroad track is called an \_\_\_\_\_.
- The clanging sound of the Ha Noi \_\_\_\_\_ in the 1970s has gone deep into people's collective memory.

**3** Match each word/phrase in the left column with the definition in the right one.

Word/phrase	Definition
1. extended family	a. parents and children living together as a family unit
2. tolerant	b. able to accept what other people say or do even if you do not agree with it
3. cooperative	c. willing to do what you are told to do
4. sympathetic	d. kind to somebody who is hurt or sad; showing that you understand and care about their problems
5. obedient	e. working together with others towards a shared aim
6. nuclear family	f. more than two generations living together as a family unit

**4** Fill each gap with a word/phrase in **3**.

- Our grandparents used to live in an \_\_\_\_\_.
- My mother is a \_\_\_\_\_ woman. She always cares about how we feel.
- The boys are willing to do what you want them to. They are really \_\_\_\_\_.
- She is \_\_\_\_\_ with her children even when they misbehave.
- Nowadays the \_\_\_\_\_ is becoming more common in the cities.
- Having students work in groups, she hoped they could learn to be \_\_\_\_\_.

## Pronunciation

Stress on all the words in sentences

Typically, a sentence has one word or syllable that is stressed more strongly than the rest of the stressed syllables on the content words. However, in some sentences used to show urgency or surprise, all the words are important. Therefore, we put stress on one syllable of each word. Sentences with all the words stressed may have the patterns below:

**OO Watch out!**

**OoO Hurry up!**

**OOo Say sorry!**

**OOO Don't come back!**

## A CLOSER LOOK 1

### Introduction

Start the lesson by reviewing the previous lesson. Ask two pairs of Ss to come to the front to play a quick game. Ask them to write as many adjectives and adverbs describing degree and speed of change that they have learned (on the previous page) as possible. Set a time limit of two minutes. The pair with the most words wins.

## Vocabulary

- 1** Now have Ss turn to the book and work in pairs to label the pictures. Then ask them to briefly describe those pictures. Check the answers as a class. Then ask Ss:

- Have you ever tried one of these means of transport or road systems?
- How do you feel about using each of these means of transport or road systems?

**Key:**

1. tram    2. flyover    3. elevated walkway    4. skytrain    5. underpass    6. tunnel

- 2** Have Ss work individually to fill in the blanks. Allow them to share answers with a partner before checking as a class.

**Key:**

1. tunnel    2. elevated walkways    3. flyover    4. skytrain    5. underpass    6. tram

- 3** Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

**Key:**

1. f    2. b    3. e    4. d    5. c    6. a

Ask the class these questions and ask for a show of hands:

- Who lives in an extended family?
- Who lives in a nuclear family?

Now ask individual Ss

- Can any of these adjectives be used to describe your father/mother/sister/brother?

Ask more able Ss to give a quick example to illustrate their answers, e.g. *My father is tolerant. He always lets us watch what we like on TV.*

- 4** Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

**Key:**

1. extended family    2. sympathetic    3. obedient  
4. tolerant    5. nuclear family    6. cooperative

## Pronunciation

### Stress on all the words in sentences

Have Ss silently read the information and the examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples.



**5** Write each sentence in the box next to its pattern. Then listen, check, and repeat.

I know!  
Don't cry!

That long?  
Don't turn left!

Go away!  
Keep going!

1. OO \_\_\_\_\_
2. OoO \_\_\_\_\_
3. OOo \_\_\_\_\_
4. OOO \_\_\_\_\_

**6** What would you say in each situation? Make a sentence for each picture. Write a stress pattern under the picture. Then practise reading all the sentences aloud.

*Example:*



\_\_\_ OO \_\_\_



## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

**1** Fill in each blank with the past perfect form of the verb in brackets.

1. Before the 1990s, trams (be) \_\_\_\_\_ a popular means of transport in Ha Noi.
2. I won the game because I (play) \_\_\_\_\_ it a lot with my brother.
3. How long \_\_\_\_\_ you (use) \_\_\_\_\_ your mobile phone before it broke down?
4. Before the invention of television, people \_\_\_\_\_ only (see) \_\_\_\_\_ films at the cinema.
5. Before the 1990s, Viet Nam (have) \_\_\_\_\_ an old banking system.
6. Viet Nam (experience) \_\_\_\_\_ decades of fighting for freedom before the country became totally independent.

**2** Ask and answer the following questions using the cues.

*Example:*

How long had King Duc Duc ruled our country before he was overthrown?

He had ruled the country for only three days.

1. - What/family groups/Vietnamese people/live in before 1990?  
- They/live/extended family.
2. - How/people in Viet Nam/travel/before the first motorbike/imported?  
- They/travel/bicycle.
3. - How/Vietnamese people/live/before the open-door policy in 1986?  
- They/had/harder life.
4. - Where/your family/spend/holidays/before 2005?  
- We/holidays/Viet Nam/only/before then.
5. - Who/rule/Viet Nam right before the Tran dynasty?  
- Ly Chieu Hoang/rule/before the Tran dynasty.



- 5** Ss write the sentences next to the patterns individually, then compare their answers in pairs. Ask some Ss to give the answers and quickly write them on the board. Play the recording for Ss to check their answers. Have the whole class repeat chorally after the recording or after T.

**Key:**

1. OO – I know!, That long?, Don't cry!
2. OoO – Go away!
3. OOo – Keep going!
4. OOO – Don't turn left!



**Audio script:**

1. I know!, That long?, Don't cry!
2. Go away!
3. Keep going!
4. Don't turn left!

- 6** This section can be done with some drama, so encourage Ss to exaggerate a little and have fun. They can also add hand gestures and facial expressions to increase the dramatic element. Have Ss work in pairs to describe the pictures quickly and to fill the bubbles with the utterances as in the example. Then ask some pairs to read out their utterances with the correct stress. Confirm the correct answers. Lastly, have the class read all the sentences chorally.

**Suggested answers:**

1. Be quiet! OOo	Don't talk! OO
2. Don't turn right! OOO	
3. Wake up! OO	Get up! OO
4. Smile please! OO	Say cheese! OO
5. Don't worry! OOo	Don't cry! OO
6. Look out! OO	Look ahead! OoO

If time allows, have Ss work in groups and think of some other surprising or urgent situations. They then decide what to say in those situations. Have them demonstrate the situations and utterances with the whole class.

## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

Elicit from Ss when to use the past perfect tense. If necessary, remind Ss that the past perfect is used to describe an action before a stated time in the past or an action that happened before another action in the past.

- 1** Ask Ss to work individually to fill in the blanks. Check the answers as a class.

**Key:**

- |                   |                    |
|-------------------|--------------------|
| 1. had been       | 2. had played      |
| 3. had (you) used | 4. had (only) seen |
| 5. had had        | 6. had experienced |

- 2** Have Ss work in pairs. Together they write the questions and answers. Have some Ss write their sentences on the board. Each student may write one or two pairs of questions and answers to save time. Have other Ss give comments. Confirm the correct sentences.

**Key:**

1. - What family groups had Vietnamese people lived in before 1990?  
- They had lived in extended families.
2. - How had people in Viet Nam travelled before the first motorbike was imported?  
- They had travelled by bicycle.
3. - How had Vietnamese people lived before the open-door policy in 1986?  
- They had had a harder life.
4. - Where had your family spent holidays before 2005?  
- We had spent our holidays only in Viet Nam before then.
5. - Who had ruled Viet Nam right before the Tran dynasty?  
- Ly Chieu Hoang had ruled the country before the Tran dynasty.



## Adjective + to-infinitive/Adjective + that-clause

Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Phuc:** Wow, that long ago? The school looks... and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

1. **It + be + adjective + to-infinitive** is used to emphasise information by bringing it to the front of the clause. We can add *for/of* + noun/pronoun.

**Example:**

It is necessary (for you) to know about your country's history.

2. **Subject + be + adjective + to-infinitive** is used to express emotions, confidence, or worries... Adjectives can be *happy, glad, pleased, relieved, sorry, certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious.*

**Example:**

I was happy to hear from you.

3. **Subject + be + adjective + that-clause** is used to express emotions (*glad, pleased, relieved, sorry*), confidence, or worries (*certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*).

**Example:**

I was glad that you gained the scholarship.

3 Match the first half of the sentence in A with the second half in B.

A	B
1. It was smart of her	A. to stay in the old house alone the whole night.
2. It was brave of him	B. to lend me her book.
3. It was kind of her	C. to get along with people from other cultures.
4. It was unprofessional of her	D. to know about how our people used to live in the past.
5. It is useful for us	E. to be late for the meeting.
6. It is hard for us	F. to be able to solve the maths problem.

4 Fill in each blank with one adjective from the box. More than one adjective can be used.

glad sure sorry certain confident  
astonished pleased relieved surprised

- I was \_\_\_\_\_ to meet my best friend yesterday.
- He is \_\_\_\_\_ to have so little time for his family.
- They were \_\_\_\_\_ to finish their last performance.
- She's \_\_\_\_\_ to get the job. The interview went really well.
- The mother was \_\_\_\_\_ to hear that her smart son failed the exam.
- All the students were \_\_\_\_\_ to have passed the exams.

5 Create one sentence by combining each pair of sentences using **subject + be + adjective + that-clause**.

**Example:**

The traffic problems of the city had been solved.  
The Prime Minister was pleased.

→ The Prime Minister was pleased that the traffic problems of the city had been solved.

- We did well in the exam. We were relieved about that.  
We \_\_\_\_\_.
- I am sorry about the school facilities our parents had. They were very poor.  
I \_\_\_\_\_.
- Everyone was glad. The government had decided to invest more in education.  
Everyone \_\_\_\_\_.
- It will be much safer to have elevated walkways and underpass systems for pedestrians.  
Everyone is aware of this.  
Everyone \_\_\_\_\_.
- Life in the countryside has improved considerably. All of us are delighted about that.  
All of us \_\_\_\_\_.

6 Finish the following sentences using your own ideas. Then compare your ideas with a partner.

- It was kind of them \_\_\_\_\_.
- They were certain to \_\_\_\_\_.
- She is confident that \_\_\_\_\_.
- He was afraid that \_\_\_\_\_.
- The teachers are aware that \_\_\_\_\_.
- The head teacher was astonished to \_\_\_\_\_.

### Adjective + *to*-infinitive/Adjective + *that*-clause

Ask Ss to read the speech bubbles from the conversation in **GETTING STARTED**, then have them read the structures and examples in the grammar box carefully. Help them with the meaning of the adjectives if necessary. Then ask some more able Ss to retell the rules and give examples. Correct their sentences if necessary.

- 3** Have Ss work in pairs to do the matching exercise. Allow pairs to share answers with other pairs. Then check their answers as a class.

**Key:**

1. F      2. A      3. B      4. E      5. D      6. C

- 4** Have Ss work in pairs to do the gap-fill exercise. Allow pairs to share answers with other pairs. Then check their answers as a class, noting all the possible options.

**Key:**

1. glad/pleased      2. sorry      3. relieved/sorry/pleased  
4. sure/certain      5. surprised/astonished      6. relieved/pleased

- 5** Have Ss work in groups of about four and give each group an A3-size sheet. Ask them to write the sentences leaving a large space between each one. Then tell Ss to stick the sheets on the wall. Each group moves around clockwise to read the other groups' answers and, if necessary, correct the sentences by writing any corrections on a sticky note against each sentence. Check the answers as a class. Note that this kind of peer review is effective and can be used in many different teaching situations.

**Key:**

1. We were relieved that we had done well in the exam.
2. I am sorry that our parents had very poor school facilities.
3. Everyone was glad that the government had decided to invest more in education.
4. Everyone is aware that it will be much safer to have elevated walkways and underpass systems for pedestrians.
5. All of us are delighted that life in the countryside has improved considerably.

- 6** Ask Ss to work individually to finish the sentences. For some classes it may be better to have Ss choose just one or two sentences to focus on, rather than do them all. Allow them to share their ideas with a partner. Then ask some Ss to read out their sentences. Correct their sentences if necessary.

**Suggested answers:**

1. to support the victims after the disaster
2. be able to build the country into a powerful one
3. Viet Nam has good potential for tourism
4. there would be less land for agriculture in Viet Nam
5. non-academic subjects are also significant
6. learn that some of his students could not get scholarships

# COMMUNICATION

## Viet Nam: then and now

**1** Read the posts on Viet Travel Forum (VTF) from people who visited Viet Nam a long time ago.



**T**he first time I was in Ho Chi Minh City was in 1983. Most people rode bicycles then and there were very few motorbikes on the road. Ten years later, when I came back, the city had dramatically changed, with 800,000 motorbikes and two million bicycles on the roads.

*Kate from Russia*

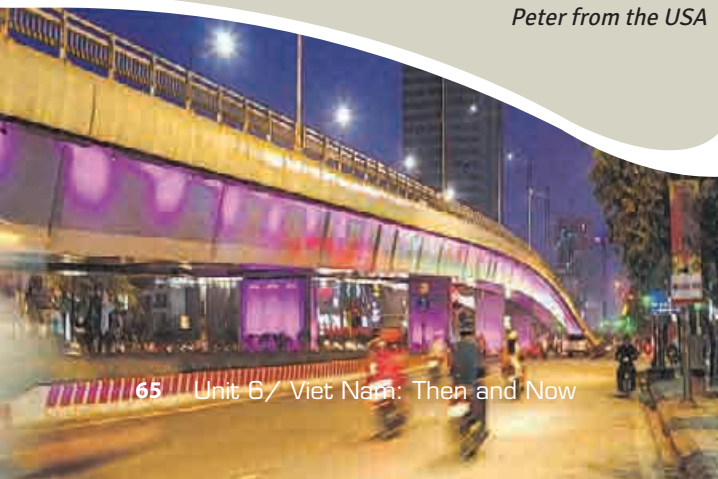


**I**n 1995, I went back to Viet Nam after 30 years and to my surprise, the population was three times higher but the country no longer suffered illiteracy. It had also become one of the world's largest exporters of rice, which was another surprise for me.

*Charles from France*

**I**went to Ha Noi in August 1997, two years after Viet Nam joined ASEAN. The road system in Ha Noi was very simple then. It has dramatically changed over the last 18 years. Flyovers and high-rise buildings are mushrooming!

*Peter from the USA*



### Extra vocabulary

suffered  
exporter

illiteracy  
mushrooming

**2** Read the posts on Viet Travel Forum (VTF) and retell them to your friends.

#### Example:

Kate is from Russia. She said that she had been to Ho Chi Minh City for the first time in 1983. Ten years later, she was amazed to see so many motorbikes.



Send

**3** Work in groups. Use the suggestions in the table to write as many posts as possible about the recent changes in Viet Nam that you have heard of or read about. Remember to use adjectives or adverbs to modify the changes.

PAST	PRESENT
manual labour	more technology and equipment
mostly agricultural production	more industrial production
few services	more services
mostly grew rice	export rice, coffee, cashew nuts, pepper, fruit
fewer opportunities for university education	many opportunities for university education (inside and outside the country)
only wealthy families went on holiday	most families go on holiday
holiday inside the country	holiday inside and outside the country
extended family	nuclear family

**Which of the changes do you think are the most beneficial?**



Send

**4** Present your group's posts to other groups.

## COMMUNICATION

### Viet Nam: then and now

Before Ss open their books, ask them to work in groups to discuss a change in their neighbourhood that they have heard of or read about. Then tell Ss that they are going to read posts on Viet Travel Forum from some foreigners who visited Viet Nam a long time ago.

Check if Ss understand the meanings of the words in **Extra vocabulary**. If they do not, quickly teach the words by using synonyms, explanations, or even translations.

- suffer (v): to experience something unpleasant, such as injury, defeat, or loss
- mushroom (v): a metaphor verb showing something that grows or develops fast in terms of number and speed
- illiteracy (n): inability to read and write
- exporter (n): a person, company, or country that sells goods to another country

- 1 Have Ss skim-read the posts individually. In pairs, Ss compare how many ideas from the posts they can remember. Then they can read them a second time more slowly for detail.
- 2 Put Ss in groups of three. Tell them that they can look back at the posts and each group member reports on one post as in the example. Afterwards, ask some Ss to retell the posts to the class. Correct them if necessary.

#### **Suggested answers:**

- *Charles is from France. He said that the first time he had been to Viet Nam was in 1965. He said that many people were/had been illiterate then but he was astonished that after nearly 30 years there was no more illiteracy although the population had nearly tripled. He was also surprised to learn that the country was one of the largest rice exporting countries.*
- *Peter is from America. He said that he had gone to Ha Noi in 1997 when Viet Nam had been part of ASEAN for two years. He was shocked/astonished to see that so much had changed over the last 18 years – flyovers and high-rise buildings were mushrooming.*

- 3 Have Ss work in groups. Ask them to focus on a couple of the suggestions in the table to discuss and write down a few posts on a big sheet of paper. They can pretend to be foreign visitors and use the posts in 1 as a model. Set a time limit of ten minutes. They should also decide which changes are the most beneficial.
- 4 When the time is up, ask the groups to stick their papers on the wall. Each group reports their best post to the class, saying which changes have been the most beneficial for the country. Vote for the best posts.

# SKILLS 1

## Reading

**1** Work in pairs to answer the following questions.

1. What are the things in the pictures?
2. When and where can you see them?
3. How different are they?



**2** Now read the article from a travel magazine. Then answer the questions that follow.

### THE TRAM SYSTEM IN HA NOI: THEN AND NOW

Ha Noi had its first tramways in 1900. The tram system was a major means of transport in the city for nine decades and thus the image of the tram and its clanging sounds have gone deep into the hearts and minds of Hanoians. Since it was convenient and cheap to get around the city and to the suburban areas by tram, the system was very popular. However, due to the population boom and the need for a wider road system, the last rail track was removed.

Now, after more than 20 years, the population of Ha Noi has risen from about two million people to more than six million people; therefore, the number of vehicles on the roads has increased dramatically. To meet the increasing travel demands, Ha Noi is launching its first skytrain system, connecting Cat Linh and Ha Dong. The system is expected to begin operations by 2016, with initial four-compartment skytrains. Furthermore, a new rail system project including around eight kilometres of skytrain rail and four kilometres of subway rail, connecting Ha Noi Central Station and Nhon, has also been under construction and is expected to be completed in a few years.

1. In which century was the tram system built?
2. What was the role of the tram system in Ha Noi?
3. When was the system removed?
4. What has happened to Ha Noi's population over the last two decades?
5. How has the tram system in Ha Noi been improved recently?
6. Which of the transport systems do you think is more impressive to Hanoians?

**3** Decide if the following statements are true (T) or false (F).

1. The purpose of the passage is to persuade people to go by skytrain.
2. Hanoians were deeply attached to their tram system.
3. The tram system of Ha Noi only operated in the downtown area.
4. There has been a sharp increase in the number of vehicles in Ha Noi.
5. The new skytrain has been running for two years.

## Speaking

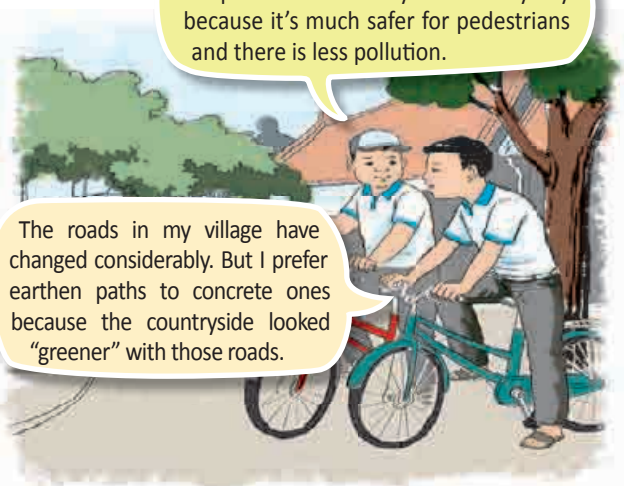
**4** Work in pairs. List different types of traditional and modern transport systems in Viet Nam.

Past	road types: path,...
	vehicles: bicycle,...
Present	road types: underpass,...
	vehicles: motorbike,...

**5** Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/modern transport systems where you live?

**Example:**

I prefer the elevated walkways to using the pavements on busy roads in my city because it's much safer for pedestrians and there is less pollution.





## SKILLS 1

### Reading

- 1** Ask Ss to look at the two pictures and discuss the questions. Elicit the answers from Ss. Give Ss two minutes to skim the article and compare their answers with the information in the article.

#### *Suggested answers:*

- The first picture shows an old tram. The second picture shows a modern train.
- The tram would have been seen in a town or city. These trains can be seen nowadays in big, modern cities.
- They are different in many ways:
  - + the first has fewer compartments (two or three) than the second (four).
  - + the first runs much more slowly.
  - + the first is not air-conditioned while the second is.
  - + the first runs along tracks on the ground at street level, while the second runs on elevated tracks.
  - + the first is powered by overhead electricity wires, while the second runs on electromagnetics.

- 2** Have Ss read the article to answer the questions in pairs. Ask some Ss to share their answers.

#### *Key:*

1. In the 20th century.
2. It was a major means of transport for Hanoians.
3. In 1990.
4. The population has increased dramatically.
5. New rail systems including a skytrain and a subway are under way.
6. (Students' own opinions)

- 3** Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share answers before checking as a class. Ask them to explain why some statements are false.

*Key:* 1. F 2. T 3. F 4. T 5. F

### Speaking

- 4** This can be done as pair work or as a game. Divide the class into two big groups. Members of each group take turns to come to the board to add to the list of different types of transport systems in Viet Nam. Set a time limit of a few minutes. The group with more words/phrases wins.

#### *Suggested answers:*

Past	Present
road types: <i>path, earthen road, trench, brick road, tunnel, alley, tram system</i> vehicles: <i>bicycle, rickshaw, coach, train, tram</i>	road types: <i>underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley</i> vehicles: <i>motorbike, bicycle, coach, train, car, tram, plane</i>

- 5** Ask Ss to work in pairs to do the discussion. Tell them that they can use the information from **4** and the examples in **5**. Ask some pairs to present their ideas to the whole class.

## SKILLS 2

### Listening

- 1** Describe what you see in each picture. What are the similarities or differences between them?



- 2** Nick is talking to Mrs Ha, Duong's mother, about her family in the past. Listen to the conversation and fill in the blanks.

family group: (1) \_\_\_\_\_

number of generations: (2) \_\_\_\_\_

use of rooms: (3) \_\_\_\_\_

topics to talk about during meals: (4) \_\_\_\_\_  
(5) \_\_\_\_\_  
(6) \_\_\_\_\_ in the village

quality needed: (7) \_\_\_\_\_

skills learned: (8) \_\_\_\_\_  
(9) \_\_\_\_\_  
(10) \_\_\_\_\_

- 3** Listen again and decide if the following statements are true (T) or false (F).

- |   | T | F |
|---|---|---|
| 1. Duong is living in a nuclear family.                         |   |   |
| 2. Each member in Duong's family has a private room now.        |   |   |
| 3. Nick likes the way the family shared rooms in the past.      |   |   |
| 4. Nick didn't like the way Mrs Ha's family had meals together. |   |   |
| 5. Mrs Ha admires her grandma.                                  |   |   |
| 6. Nick admires the way the family reached an agreement.        |   |   |

### Writing

- 4** Work in pairs. Discuss which three of the following qualities would be necessary for people living in an extended family. Remember to give reasons.

hardworking	tolerant	easy-going
patient	cooperative	helpful
sympathetic	caring	obedient
being a good listener		ready to share



*Example:*

I think you'd have to be a patient person because you'd be living with lots of others and if you weren't patient, it could lead to problems. You'd have to wait your turn for everything – the bathroom, the food...



- 5** Write about the three most important qualities you think a person needs to be able to get along with other members in an extended family. You can use the suggested words/phrases above or use your own. Remember to give reasons and examples.



## SKILLS 2

### Introduction

Ask Ss to say if they are living in small families with their parents and siblings only or in big families with grandparents and other relatives. Ask them if they find any difficulties living in their family group or if they want to have anything changed.

### Listening

- 1 Ask Ss to work in pairs to describe the pictures and answer the question. Ask a pair to share their ideas with the class.
- 2 Tell Ss that they are going to listen to a talk between Nick and Mrs Ha, Duong's mother, about her family in the past. Ask them to read the information in the table carefully and try to predict the answers. Tell them to decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.

**Key:** 1. extended family 2. three generations 3. shared 4. their day 5. their work  
6. things happening 7. to be tolerant 8. talk 9. listen 10. compromise

- 3 Have Ss work individually to underline the key words in the statements. Ask Ss to do the exercise without listening to the recording. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. T 2. T 3. F 4. F 5. T 6. T



#### Audio script:

**Nick:** So how many generations shared a house when you were young, Mrs Ha?

**Mrs Ha:** Well, unlike today, people of my generation mostly lived in extended families.

**Nick:** Really? How many of you were there?

**Mrs Ha:** Nine. My grandparents, my uncle, his wife and kids, my parents and me.

**Nick:** And, did you each have a private room like now?

**Mrs Ha:** No, we shared most things. . . , even the bedrooms and bathroom.

**Nick:** I can't imagine! How about meals?

**Mrs Ha:** Meal times were great because we could have time together every day. We talked about our day, problems at work, or things happening in the village.

**Nick:** It sounds great. So who did the shopping and cooking?

**Mrs Ha:** Mostly my grandma. She was very hardworking. . . and kind, caring, and tolerant.

**Nick:** Wow. You all must have been tolerant to get along so well!

**Mrs Ha:** Yes, this is especially true when it came to decision making.

**Nick:** What happened then?

**Mrs Ha:** We didn't always agree. . . but we learned to talk, listen and compromise. . . or grandad made the final decision and we followed . . .

**Nick:** Hmm, sounds fascinating!

...

### Writing

- 4 First, check that everybody understands the meaning of all the adjectives in the box. Set a time limit for pairs to brainstorm ideas and do the discussion. Move around and help Ss if necessary. Ask Ss to refer back to the listening in 2 and 3, and the example for useful language and ideas. Ask some pairs to present their ideas to the whole class. Confirm that they should give examples to support their main points.
- 5 Now that Ss have talked about the topic, it's time they wrote about it. Ss should work individually to get their ideas down on paper and check the accuracy of what they have written. Give them about 10 minutes to write and edit their work. Next they should pass their work to someone who wasn't in their pair for them to do peer review and add their comments and corrections. It may help to give Ss ideas of comments they can write on their classmate's work. Write some samples on the board:

*Positive comments – Good point/Interesting argument/Original/Good English/Very clear*

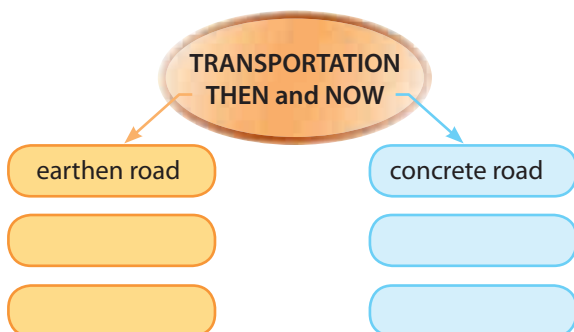
*Suggestions – Can this be clearer?/Please give an example/Please explain more*

If time allows, give feedback on a few Ss' work. If not, ask Ss to write the second draft for homework. Remind them to refer to peers' comments and feedback.

# LOOKING BACK

## Vocabulary

- 1 Complete the following word web with transport systems in Viet Nam then and now.**



- 2 Fill in each blank with one word/phrase.**

1. She lived in a(n) \_\_\_\_\_ family, so she didn't have much privacy.
2. We live in a \_\_\_\_\_ family with only my parents and me.
3. Our children didn't have good learning \_\_\_\_\_ like computers, CD players, or laboratories during the 1980s.
4. \_\_\_\_\_ used to be an image associated with our soldiers in the past.
5. Classrooms made of mud and straw with \_\_\_\_\_ all around used to be common in Viet Nam during the war.

- 3 Read the passage and fill in each blank with a suitable word from the box.**

tolerant   disobedient   sympathetic   nuclear  
caring   understanding   extended   share

I used to go to a school for the gifted in Ho Chi Minh City. My house was far away, so I had to live with my relatives. It was an (1) \_\_\_\_\_ family with ten people and a cousin of my age. My mother was worried because I came from a (2) \_\_\_\_\_ family – much smaller and less complicated. I was a very (3) \_\_\_\_\_ girl – the type of person who never does what they are told. I was even envious when my cousin got higher



grades. Luckily, my relatives were actually very (4) \_\_\_\_\_ and (5) \_\_\_\_\_, and my cousin herself was a (6) \_\_\_\_\_ girl. She didn't get too upset by my bad behaviour. Just as (7) \_\_\_\_\_ as her mother, she was ready to lend a hand in my study and to take care of me when I was ill. After three years with them, I also learnt that to get along with members in a big family, I should learn how to (8) \_\_\_\_\_.

## Grammar

- 4 Complete the sentences with appropriate adjectives.**

1. It is \_\_\_\_\_ to value the improved living conditions we have today.
2. She was \_\_\_\_\_ the skytrain system would solve the traffic problems in the city.
3. The government is \_\_\_\_\_ that our education system will be improved significantly by the year 2020.
4. We are all \_\_\_\_\_ that pollution is getting more and more serious.
5. We were \_\_\_\_\_ to have heard about the poor living conditions back then.
6. I am \_\_\_\_\_ that the clanging sounds of the trams in Ha Noi will stay in our hearts forever.

- 5 Correct the italicised text where necessary.**

We had finally finished the school year and Trang asked me to go to Da Nang by train with her. I thought that (1) *it was dangerous to go by ourselves* since we were just fifteen. But Trang (2) *was confident that she take* me there safely. Moreover, our (3) *parents were too busy to go with us*, so they (4) *were happy let us go*. They even took us to Ha Noi Station and left us there with all the luggage and tickets. I (5) *was still worried that we would get lost*, but Trang (6) *was pleased to be allowed* to go on her own. We both (7) *felt that it was more convenient to go by night train* because we could sleep during the night. When we arrived, I (8) *was astonished that the city be very different from what I saw five years earlier*, and I was so relieved that we had arrived safe and sound as she promised.

## LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their result for each exercise to complete the **Finished!** self-assessment box at the end of the unit and identify areas to review.

## Vocabulary

- Have Ss work individually to list all the words on a piece of paper. Set a time limit of three minutes. Then have them combine to work in groups. Ask them to note down as many words they have just listed as possible on a larger piece of paper. Set a new time limit. When the time is up, groups stick their pieces of paper on the board. The group with the highest number of words/phrases wins.

**Suggested answers:**

Then	Now
earthen road, path, trench, brick road, tunnel, alley, tram system	concrete road, underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley

- Ask Ss to work individually, then compare their answers with a partner. Ask Ss to write their answers on the board. Confirm the correct answers.

**Key:** 1. extended 2. nuclear 3. facilities  
4. Rubber sandals 5. trenches

- Have Ss work in pairs. Tell them that they should pay attention to the cues in the passage for their answers. Elicit the answers from Ss.

**Key:**

1. extended 2. nuclear 3. disobedient 4. sympathetic/understanding  
5. understanding/sympathetic 6. tolerant 7. caring 8. share

## Grammar

For **4** and **5**, ask Ss to work individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep a record of their original answers so that they can use that information in their self-assessment.

**4**

**Key:**

1. necessary/important 2. certain/sure/hopeful 3. certain/sure/confident  
4. sorry/sure 5. sorry 6. convinced/certain/sure

**5**

**Key:**

1. no change	5. no change
2. take → could take	6. no change
3. no change	7. no change
4. let → to let	8. be → was



## Communication

- 6 Role-play.** Interview a travel agent about Vietnamese people's holiday trends before and after 2000. Use the cues in the table for your interview. You may use the example to get you started.

	before 2000	after 2000
<b>Where to go?</b>	- beaches, mountains... - inside the country...	- beaches, mountains... - to other countries
<b>When to go?</b>	summer holiday	- Tet holiday, summer holiday, or other national holidays
<b>How to travel around?</b>	coach, train, rarely by airplane	car, train, airplane
<b>Who to go with?</b>	alone, with family	with family, friends

### Example:

- Interviewer:** Have the Vietnamese changed the way they spend their holidays over the last 20 years?
- Travel agent:** Considerably. For example, they've changed their holiday destinations.
- Interviewer:** So... where did they often go before 2000?
- Travel agent:** They often went to...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to changes in transport systems, family groups and school life in Viet Nam in the past and at present</li> <li>identify in which situations to stress all the words in sentences and say these sentences correctly</li> <li>use the past perfect correctly</li> <li>use the structure adj + to-infinitive and adj + that-clause correctly</li> <li>read for general and specific information about the tram system in Ha Noi then and now</li> <li>talk about changes in transport in the neighbourhood and express opinions about these changes</li> <li>listen for general and specific information about life in an extended family</li> <li>write about some qualities a person needs to get along in an extended family</li> </ul>			

## PROJECT

### SCHOOL LIFE IN VIET NAM: THEN AND NOW



1. What do you like most about each of the pictures? Why?
2. Plan a photo exhibition about school life in Viet Nam then and now. Work in groups of four. Search for information about the subject. Find photos which show the similarities and differences between then and now. Put them together with some captions as a photo exhibition.
3. Present your group's photo exhibition to the rest of the class. Remember to say what values you've learned from school life in the past.

## Communication

- 6** First, ask pairs to role-play. They can then switch partners and roles and role-play again. Ask for volunteer pairs to perform in front of the class, praise their efforts at fluency and ability to communicate rather than the accuracy of their language.

### Finished!

Finally ask Ss to complete the **self-assessment**. Identify any difficulties and weak areas and provide further practice.

## PROJECT

### School life in Viet Nam: Then and now

- 1.** First, have Ss work in groups to ask and answer the questions.

#### Reference:

- P1.** This is a classroom with wooden walls. The class doesn't look spacious enough. There is no lighting system either. There are not many students. The T and Ss are all dressed simply. Ss are not wearing uniforms.
- P2 & 3.** This is the opening ceremony of a new school year in the past. The ceremony looks simple but respectful and organised. Ss are standing in rows, listening to the principal's speech. All are wearing straw hats and red scarves.
- P4.** This is a modern classroom with more teaching facilities such as a good board, solid tables, bookshelves, and a projector. The room is spacious.
- P5 & 6.** These are pictures of the opening ceremony of a new school year at present. Ss are standing in rows to listen to their principal's speech. They are all wearing uniforms and red scarves.
- 2.** Next Ss follow the instructions in the book to research and prepare a photo exhibition of their own. If resources are available, this would be best done as a computer slide show. Answer Ss' questions if there are any.
- 3.** Have Ss present their work in the next session, then ask the whole class to vote for the best exhibition/show.

# REVIEW 2 (UNITS 4 - 5 - 6)

## LANGUAGE

### Pronunciation



**1** Read the mini-talks and circle the words in red which you think are stressed. Then listen and check.

- Which hotel **are** you staying **at**?  
- The Grand Hotel. It's by **the** sea.  
- Isn't it **the** one you stayed **in** last year!  
- Yes, it **is**.
- I **can't** find my key. **Do** you happen to see it anywhere?  
- It's **on** the coffee table.  
- There's nothing **on** the coffee table.  
- Really? I **did** see it there when I **was** tidying up **the** room this morning.
- You **have** to help me **with** this assignment.  
- I **won't**.  
- **Please!**  
- **Are** you going to rely **on** others all your life?
- **Have** you seen **The Tomb Raider**?  
- No, I **haven't**. But I've seen **The Smiths**.  
- Is that **the** film you often talk **about**?  
- Yes, it **is**. **Look**. This is the trailer for it.

## Vocabulary

**2** Choose the phrases in the box to complete the sentences.

- |                      |                            |
|----------------------|----------------------------|
| a. an acceptance     | b. respect for seniority   |
| c. earthen room      | d. entertain themselves    |
| e. living standards  | f. preserve our traditions |
| g. geological museum | h. historic wonders        |

- Children in my time used to \_\_\_\_\_ by playing with things they could find in nature.
- The word 'recognise' is used to show \_\_\_\_\_ that something exists, is true, or is valuable.
- The Grand Canyon in the USA is claimed to be a huge \_\_\_\_\_.
- These annual festivals are held to help \_\_\_\_\_.
- This is a photo of my school forty years ago. It's a small \_\_\_\_\_ surrounded by paddy fields.
- The Tower of London is evidence that protecting \_\_\_\_\_ has both financial and historical benefits.
- The \_\_\_\_\_ in the countryside have considerably improved in the last ten years.
- Most Asian countries place a great value on \_\_\_\_\_.

**3** Change the word form of the words provided to complete the sentences.

1.	An _____ family includes several generations living together in the same house.	EXTEND
2.	It's a tradition in Viet Nam that the juniors have to _____ the seniors.	OBEDIENT
3.	Traffic jams in most big cities are getting more and more serious, and it's hard to find a proper _____.	SOLVE
4.	What should we do to _____ our man-made wonders?	PRESERVATION
5.	Thien Mu Pagoda is a famous _____ spot in Hue, an ancient city in central Viet Nam.	RELIGION
6.	Ha Long Bay has been _____ by UNESCO as a World Heritage Site.	RECOGNITION
7.	Customs and traditions make a great _____ to the unique culture of a country.	CONTRIBUTE
8.	Many ethnic people in mountainous areas are _____. They can't read or write.	ILLITERACY

## Introduction

The aim of this review is to revise the language Ss have learnt and the skills they have practised in Units 4-5-6.

Ask Ss to recall what they have learnt in terms of language and skills. Summarise their answers in notes and write them in the top corner of the board. Briefly revise the key items before starting the review.

## LANGUAGE

### Pronunciation

- 1** Review the rules of stress on auxiliaries, articles, and prepositions with Ss as a class. Have Ss then circle the stress independently. Play the recording. Ss listen and check their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.

**Key:**

- |   |   |
|---|---|
| 1. - Which hotel <b>are</b> you staying <b>at</b> ?<br>- <b>The</b> Grand Hotel. It's by <b>the</b> sea.<br>- <b>Isn't</b> it <b>the</b> one you stayed <b>in</b> last year?<br>- Yes, it <b>is</b> . | 2. - I <b>can't</b> find my key. <b>Do</b> you happen to see it anywhere?<br>- It's <b>on</b> the coffee table.<br>- There's nothing <b>on</b> the coffee table.<br>- Really? I <b>did</b> see it there when I <b>was</b> tidying up the room this morning. |
| 3. - You <b>have</b> to help me <b>with</b> this assignment.<br>- I <b>won't</b> .<br>- <b>Please!</b><br>- Are you going to rely <b>on</b> others all your life?                                     | 4. - <b>Have</b> you seen <b>The</b> Tomb Raider?<br>- No, I <b>haven't</b> . But I've seen <b>The</b> Smiths.<br>- Is that <b>the</b> film you often talk <b>about</b> ?<br>- Yes, it <b>is</b> . <b>Look</b> . This is the trailer for it.                |

**Note:** This exercise focuses on stressed auxiliaries, articles, and prepositions only.

### Vocabulary

- 2** Make sure Ss understand the meanings of the phrases in the box. Then have them complete the exercise individually.

**Key:**

1. d    2. a    3. g    4. f    5. c    6. h    7. e    8. b

- 3** Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board.

**Key:**

- |              |               |                 |               |
|--------------|---------------|-----------------|---------------|
| 1. extended  | 2. obey       | 3. solution     | 4. preserve   |
| 5. religious | 6. recognised | 7. contribution | 8. illiterate |

## Grammar

### 4 Choose the correct answer A, B, C, or D to complete the sentences.

- There will be a lot of work to do in this preservation project. I \_\_\_\_\_ forming a team of five.  
A. suggesting                      B. suggest  
C. suggest that                    D. to suggest
- \_\_\_\_\_ that the most-visited place in Hue is the Royal Citadel.  
A. It reports                      B. People are reported  
C. It is                              D. It is reported
- It's not easy \_\_\_\_\_ the origin of that ballad.  
A. trace back                      B. to trace back  
C. tracing back                    D. that to trace back
- We are all certain that these Roman ruins \_\_\_\_\_ well preserved.  
A. should                          B. is  
C. should be                      D. to be
- It is said that Edinburgh \_\_\_\_\_ the most historic city in Great Britain.  
A. are                      B. to be                      C. be                      D. is
- Many scientists suggest that the government \_\_\_\_\_ strict laws to control deforestation.  
A. applied                      B. applying  
C. should apply                    D. applies

### 5 Complete the wishes for the situations.

- My friend Veronica is now participating in an international summer camp in Brazil. I'd love to be with her.  
→ I wish \_\_\_\_\_.
- The traditional markets in my town have been replaced with supermarkets. I really miss them.  
→ I wish \_\_\_\_\_.
- Nha Trang is said to be a very friendly tourist city, but I've never been to it.  
→ I wish \_\_\_\_\_.
- My sister suggests that I should learn ceramic painting. I'd love to but I don't have time for it.  
→ I wish \_\_\_\_\_.
- It's a beautiful day, and I'm at home writing an essay. How boring!  
→ I wish \_\_\_\_\_.

## Everyday English

### 6 Complete the conversation with A-D.

- A the street food vendors  
B. I wish I could return next year  
C. I've been there twice  
D. Did you try *cao lau* and *banh vac*

**Veronica:** Where did you go for your summer holiday, Lan?

**Lan:** We went to Hoi An.

**Veronica:** Ah, the small ancient town in Quang Nam. (1) \_\_\_\_\_.

**Lan:** Have you? I love it.

**Veronica:** I do too. I love the way the locals preserve the traditions: the colourful Chinese lanterns, (2) \_\_\_\_\_, the open markets...

**Lan:** Yes, and the relaxing trips on a boat at night, with an oil lamp at the front.

**Veronica:** Yeah... (3) \_\_\_\_\_?

**Lan:** Sure we did. They are said to be Hoi An's specialities.

**Veronica:** When I was there, I rented a bike and cycled to many places of interest. I met and talked to the locals, took pictures of the countryside and the sea...

**Lan:** Wow, I didn't know about the bike rentals. (4) \_\_\_\_\_.





## Grammar

- 4** This exercise revises the use of impersonal passive, *suggest*, adjectives + *to*-infinitive/*that* + clauses. Have a brief revision with Ss if necessary. Then have Ss do the exercise individually. Ss exchange their answers and discuss if there is any difference in their answers. Check and explain each answer.

**Key:**

1. B      2. D      3. B      4. C      5. D      6. C

- 5** Have Ss read the situations and decide which type of wish is used in each sentence. Elicit their answers. Then let Ss do this exercise independently, and share their answers with the class. T checks.

**Suggested answers:**

1. I wish I was now participating in an international summer camp in Brazil.
2. I wish we still had traditional markets.
3. I wish I could visit Nha Trang.
4. I wish I had time to learn ceramic painting.
5. I wish I was not at home writing an essay./ I wish I was playing with my friends.

## Everyday English

- 6** Have Ss read the phrases and sentences carefully before they do this exercise in pairs. Correct their answers and ask some pairs to act out the dialogues.

**Key:**

1. C      2. A      3. D      4. B

## SKILLS

### Reading

1 Read the text and choose the correct answer A, B, C, or D for the questions.

50 years back in time and even before that, in the absence of the Internet and various hi-tech toys, the entertainment world used to be so different from what it is nowadays. Running wild on the pastures, and bathing in the river, children back then saw nature as their playground and were curious to explore and enjoy it in their own creative ways. They found small objects around them to make toys. Boys used branches as swords for mock battles while girls used them as chopsticks to play imaginary restaurants. In this way, children enjoyed themselves on the way to school, during school breaks, and even when they were herding buffaloes. At that time, tug of war, hide and seek, and skipping were popular games. Some have even made it through to today.

The fact that those popular games were meant to be played in groups made it easier and faster for children to make friends. Moreover, people rarely moved away from their hometown, so childhood bonds were even stronger as children grew up playing together all their life.

- Children in the past saw nature as \_\_\_\_\_.  
A. an entertainment    B. an unknown environment  
C. a workshop    D. beautiful scenery
- Which of the following things was NOT likely to be used as a toy by children in the past?  
A. Sticks    B. Small stones  
C. Dry leaves    D. Beautiful silver spoons
- Which statement is NOT true about children's games in the past?  
A. *Tug of war* was familiar to most children.  
B. Some games are still played now.  
C. Children could play them while they were herding buffaloes.  
D. No game in the past is known to children nowadays.
- The word "explore" could be replaced by \_\_\_\_\_.  
A. find    B. discover  
C. destroy    D. play
- The word "them" refers to \_\_\_\_\_.  
A. children    B. boys  
C. branches    D. toys





# SKILLS

## Reading

**1** Ss read the text and answer the questions independently. They can then compare their answers with a partner. Check and have Ss explain where in the text they found the information for the answers.

Key:

1. A

2. D

3. D

4. B

5. C





## Speaking

**2** These are some ideas taken from Reading. Do you agree or disagree with them? Support your answers with ideas from the passage or of your own.

1. Children back then saw nature as their playground.
2. Playing games in groups made it easier and faster for children to make friends.
3. Childhood bonds were stronger as they grew up playing together.

## Listening

**3** Listen to Nguyen's presentation about a natural wonder in Viet Nam and decide if the sentences are true (T) or false (F).

		T	F
1.	People visit Moc Chau in spring only.		
2.	The beauty of Moc Chau is like nowhere else in Viet Nam.		
3.	Visitors eat the local dishes because they love the way they smell.		
4.	Visitors to a small village are likely to be treated with home-made corn wine.		
5.	The locals' hospitality is one attraction for tourists.		
6.	It's difficult to reach Moc Chau because of its remote and high elevation.		



## Writing

**4** Based on the notes below, write a short paragraph about a traditional home in the countryside of Viet Nam in the past. In your writing, you can include all or some of the ideas below.



- accommodation: three-room and two-wing house
- + well-off: made of wood, bricks, and tiles
- + poorer: made of bamboo, earth, and straw
- family structure: extended
- man: dominant figure/head of the household
- food and drinks: mainly home-grown and home-made
- marriages: arranged by parents

**You can start your writing with:**

A traditional home in Viet Nam \_\_\_\_\_

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## Speaking

- 2** This is an open speaking exercise. Allow Ss some time to read the ideas and form their own opinion. Ss can work in groups. Have some Ss/groups present their own opinions in front of the class.

## Listening

- 3** Ask Ss to carefully read the questions first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss' answers on the board. Don't confirm their answers at this stage. Have them listen again and check their own answers. Then correct them.

**Key:**

1. F      2. T      3. F      4. T      5. T      6. F



### Audio script:

Moc Chau has recently become a popular tourist attraction that draws travellers throughout the year. People are attracted to this lovely town to admire its endless hills. The picturesque scenery here is unlike anything else in Viet Nam. Many places remain untouched by people. Apart from its fabulous scenery, Moc Chau is also famous for its local dishes, which are new to outsiders. People usually try them out of curiosity and end up falling in love with their amazing taste. Another attraction of this small town is its honest and friendly people. Visiting small villages in Moc Chau, tourists are welcomed into the locals' homes and treated with homemade corn wine. The warm and open hospitality of the people here has made it a delightful experience for domestic as well as international visitors.

Located only 187 kilometres from Ha Noi, Moc Chau can easily be reached by both private and public transport.

## Writing

- 4** Have Ss read the notes of a traditional home first. They can then arrange their ideas and start writing. T may call on a volunteer to write on the board. Other Ss and T comment on it. Ss then refer back to their own writings and see if they want to make any changes. Collect some work to correct at home.



# GLOSSARY

## Abbreviations

adj	: adjective
adv	: adverb
con	: conjunction
n	: noun
pre	: preposition
v	: verb

Unit 1		
artisan (n)	/ɑ:tɪ'zæn/	thợ làm nghề thủ công
attraction (n)	/ə'trækʃn/	điểm hấp dẫn
authenticity (n)	/ɔ:θen'tɪsəti/	thật
cast (v)	/kɑ:st/	đúc (đồng...)
craft (n)	/kra:ft/	nghề thủ công, kĩ năng làm nghề thủ công
craftsman (n)	/'kra:ftsmən/	thợ làm đồ thủ công
cross (v)	/krɒs/	đan chéo
drumhead (n)	/drʌmhəd/	mặt trống
embroider (v)	/ɪm'brɔɪdə/	thêu
frame (n)	/freɪm/	khung
handicraft (n)	/'hændɪkra:ft/	sản phẩm thủ công
lacquerware (n)	/'lækwə/	đồ sơn mài
layer (n)	/'leɪ/	lớp (lá...)
mould (v)	/məʊld/	đổ khuôn, tạo khuôn
preserve (v)	/prɪ'zɜ:v/	bảo vệ, bảo tồn
remind (v)	/rɪ'maɪnd/	gợi nhớ
sculpture (n)	/'skʌlptʃə/	điêu khắc, đồ điêu khắc
set off (ph.v)	/set ɒf/	khởi hành
strip (n)	/stri:p/	dải
surface (n)	/'sɜ:fɪs/	bề mặt
team-building (adj)	/ti:m-'bɪldɪŋ/	xây dựng đội ngũ
thread (n)	/θred/	sợi
treat (v)	/tri:t/	xử lí (chất thải...)
turn up (ph.v)	/tɜ:n ʌp/	xuất hiện, đến
weave (v)	/wi:v/	đan (rổ, rá...), dệt (vải...)
workshop (n)	/'wɜ:kʃɒp/	công xưởng, xưởng
Unit 2		
fabulous (adj)	/'fæbjələs/	tuyệt vời, tuyệt diệu
reliable (adj)	/rɪ'laɪəbl/	đáng tin cậy
metropolitan (adj)	/,metrə'pɒlɪtən/	(thuộc về) đô thị, thủ phủ
multicultural (adj)	/,mʌltɪ'kʌltʃərəl/	đa văn hóa
variety (n)	/və'reɪəti/	sự phong phú, đa dạng
grow up (ph.v)	/grəʊ ʌp/	lớn lên, trưởng thành
packed (adj)	/pækt/	chật ních người

urban (adj)	/'z:bən/	(thuộc) đô thị, thành thị
Oceania (n)	/,əʊsi'ɑ:nɪə/	châu Đại Dương
medium-sized (adj)	/'mi:diəm-saɪzd/	cỡ vừa, cỡ trung
forbidden (adj)	/fə'bɪdn/	bị cấm
easy-going (adj)	/'i:zi-'gəʊɪŋ/	thoải mái, dễ tính
downtown (adj)	/'daʊn'taʊn/	(thuộc) trung tâm thành phố, khu thương mại
skyscraper (n)	/'skaɪskreɪpə/	nhà cao chọc trời
stuck (adj)	/stʌk/	mắc kẹt, không di chuyển được
wander (v)	/'wɒndə/	đi lang thang
affordable (adj)	/ə'fɔ:dəbl/	(giá cả) phải chăng
conduct (v)	/kən'dʌkt/	thực hiện
determine (v)	/dɪ'tɜ:mɪn/	xác định
factor (n)	/'fæktə/	yếu tố
conflict (n)	/'kɒnflɪkt/	xung đột
indicator (n)	/'ɪndɪkətə/	chỉ số
asset (n)	/'æset/	tài sản
urban sprawl	/'z:bən sprɔ:l/	sự đô thị hóa
index (n)	/'ɪndeks/	chỉ số
metro (n)	/'metrəʊ/	tàu điện ngầm
dweller (n)	/'dwelə/	cư dân
negative (adj)	/'negətɪv/	tiêu cực
for the time being	/fə(r) ðə taɪm 'bi:ɪŋ/	hiện thời, trong lúc này
Unit 3		
adolescence (n)	/,ædə'lesns/	giai đoạn vị thành niên
adulthood (n)	/'ædʌlθud/	giai đoạn trưởng thành
calm (adj)	/kɑ:m/	binh tĩnh
cognitive skill	/'kɒgnətɪv skɪl/	kĩ năng tư duy
concentrate (v)	/kɒnsntreɪt/	tập trung
confident (adj)	/'kɒnfɪdənt/	tự tin
delighted (adj)	/dɪ'laɪtɪd/	vui sướng
depressed (adj)	/dɪ'prest/	tuyệt vọng
embarrassed (adj)	/ɪm'bærəst/	xấu hổ
emergency (n)	/'ɪmɜ:dʒənsɪ/	tình huống khẩn cấp
frustrated (adj)	/frʌ'streɪtɪd/	bực bội (vì không giải quyết được việc gì)
helpline (n)	/'helplɪn/	đường dây nóng trợ giúp
house-keeping skill	/haus-'ki:piŋ skɪl/	kĩ năng làm việc nhà
independence (n)	/,ɪndɪ'pendəns/	sự độc lập, tự lập
informed decision (n)	/'ɪnfɔ:md dɪ'sɪʒn/	quyết định có căn nhắc
left out (adj)	/left aʊt/	cảm thấy bị bỏ rơi, bị cô lập

life skill	/laɪf skɪl/	kĩ năng sống
relaxed (adj)	/rɪ'læksɪd/	thoải mái, thư giãn
resolve conflict (v)	/rɪ'zɒlv 'kɒnfɪkt/	giải quyết xung đột
risk taking (n)	/rɪsk teɪkɪŋ/	liều lĩnh
self-aware (adj)	/self-ə'weə(r)/	tự nhận thức, ngộ ra
self-disciplined (adj)	/self-'dɪsəplɪnd/	tự rèn luyện
stressed (adj)	/strest/	căng thẳng, mệt mỏi
tense (adj)	/tens/	căng thẳng
worried (adj)	/'wɜːrɪd/	lo lắng

#### Unit 4

act out (v)	/ækt aʊt/	đóng vai, diễn
arctic (adj)	/'ɑːktɪk/	(thuộc về) Bắc cực
bare-footed (adj)	/beə(r)-'fʊtɪd/	chân đất
behave (v) (+oneself)	/brɪ'heɪv/	ngoan, biết cư xử
dogsled (n)	/'dɒɡsled/	xe chó kéo
domed (adj)	/dəʊmd/	hình vòm
downtown (adv)	/'daʊn'taʊn/	vào trung tâm thành phố
eat out (v)	/iːt aʊt/	ăn ngoài
entertain (v)	/'entə'teɪn/	giải trí
event (n)	/'ɪvent/	sự kiện
face to face (adv)	/feɪs tu feɪs/	trực diện, mặt đối mặt
facility (n)	/fə'sɪləti/	phương tiện, thiết bị
igloo (n)	/'ɪɡluː/	lều tuyết
illiterate (adj)	/'ɪlɪtərət/	thất học
loudspeaker (n)	/'laʊd'spiːkə(r)/	loa
occasion (n)	/ə'keɪʒn/	địp
pass on (ph.v)	/pɑːs ɒn/	truyền lại, kể lại
post (v)	/pəʊst/	đăng tải
snack (n)	/snæk/	đồ ăn vặt
street vendor (n)	/'striːt 'vendə(r)/	người bán hàng rong
strict (adj)	/'strɪkt/	ng nghiêm khắc
treat (v)	/'triːt/	cư xử

#### Unit 5

administrative (adj)	/əd'mɪnɪstrətɪv/	thuộc về hoặc liên quan đến việc quản lý; hành chính
astounding (adj)	/ə'staʊndɪŋ/	làm sững sờ, làm sững sốt
cavern (n)	/'kævən/	hang lớn, động
citadel (n)	/'sɪtədəl/	thành lũy, thành trì
complex (n)	/'kɒmpleks/	khu liên hợp, quần thể
contestant (n)	/'kɒntestənt/	đấu thủ, thí sinh
fortress (n)	/'fɔːtrəs/	pháo đài
geological (adj)	/'dʒiːə'lɒdʒɪkl/	(thuộc) địa chất

limestone (n)	/'laɪmstəʊn/	đá vôi
measure (n)	/'meʒə(r)/	biện pháp, phương sách
paradise (n)	/'pærədəɪs/	thiên đường
picturesque (adj)	/'pɪktʃə'resk/	đẹp, gây ấn tượng mạnh (phong cảnh)
recognition (n)	/'rekəg'nɪʃn/	sự công nhận, sự thừa nhận
rickshaw (n)	/'rɪkʃɔː/	xe xích lô, xe kéo
round (in a game) (n)	/'raʊnd/	hiệp, vòng (trong trò chơi)
sculpture (n)	/'skʌlptʃə(r)/	bức tượng (điều khắc)
setting (n)	/'setɪŋ/	khung cảnh, môi trường
spectacular (adj)	/'spek'tækjələ(r)/	đẹp mắt, ngoạn mục, hùng vĩ
structure (n)	/'strʌktʃə(r)/	công trình kiến trúc, công trình xây dựng
tomb (n)	/'tuːm/	ngôi mộ

#### Unit 6

annoyed (adj)	/ə'noɪd/	bực mình, khó chịu
astonished (adj)	/ə'stɒnɪʃt/	kinh ngạc
boom (n)	/'buːm/	bùng nổ
compartment (n)	/'kɒmpɑːtmənt/	toa xe
clanging (adj)	/'klæŋɪŋ/	tiếng leng keng
cooperative (adj)	/'kəʊpərətɪv/	hợp tác
elevated walkway (n)	/'elɪveɪtɪd 'wɔːkweɪ/	lối đi dành cho người đi bộ
exporter (n)	/'ek'spɔːtə(r)/	nước xuất khẩu, người xuất khẩu
extended family (n)	/'ɪk'stendɪd 'fæməli/	gia đình nhiều thế hệ cùng sống chung
flyover (n)	/'flaɪəʊvə(r)/	cầu vượt (cho xe máy, ô tô)
manual (adj)	/'mænjuəl/	làm (gì đó) bằng tay
mushroom (v)	/'mʌʃrʊm/	mọc lên như nấm
noticeable (adj)	/'nəʊtɪsəbl/	gây chú ý, đáng chú ý
nuclear family (n)	/'njuːkliə(r) 'fæməli/	gia đình hạt nhân
photo exhibition (n)	/'fəʊtəʊ ,eksɪ'bɪʃn/	triển lãm ảnh
pedestrian (n)	/'pə'destriən/	người đi bộ
roof (n)	/'ruːf/	mái nhà
rubber (n)	/'rʌbə(r)/	cao su
sandals (n)	/'sændlɪz/	dép
thatched house (n)	/'θætɪt haʊs/	nhà tranh mái lá
tiled (adj)	/'taɪld/	lợp ngói, bằng ngói
tram (n)	/'træm/	xe điện, tàu điện
trench (n)	/'trentʃ/	hào giao thông
tunnel (n)	/'tʌnl/	đường hầm, cống ngầm
underpass (n)	/'ʌndəpɑːs/	đường hầm cho người đi bộ qua đường

*Chịu trách nhiệm xuất bản :*

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